

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Coral Terrace Elementary School (1081)

Feeder Pattern - South Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Jorge Sotolongo

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Coral Terrace Elementary School is a 50 year old facility located on 5 acres of land in South Central Miami-Dade County. The school houses 521 students in Kindergarten through fifth grade. The Title I Pre-kindergarten houses 17 students. Coral Terrace Elementary enjoys strong ties within the community it serves. Jerry and Joes Pizza Restaurant has partnered with the school to provide attendance and academic incentive programs. Royal Caribbean Cruise Lines is also assisting the school with sponsorship of various functions. The local Target stores provide the PTA with funds earned via spending points on Target Cards utilized by store customers. The student population is 96% Hispanic and 4% White, non-Hispanic/Other. Approximately 82% of the student population is enrolled in the federal government's free or reduced lunch program. Student membership has dropped over the last school year, continuing a seven-year drop in membership. The student mobility rate index is 25%. There are one hundred eighty Limited English Proficiency students currently enrolled in the school. The Varying Exceptionalities Program serves twenty-two Specific Learning Disabled students, two Educable Mentally Handicapped students, four Autistic students, and two Other Health Impaired students. Additionally, there are twelve Speech Impaired and Language Impaired students receiving services. Based on the Florida Comprehensive Assessment Test 72% of the students met high standards in Reading and 66% met high standards in mathematics. The teacher population at Coral Terrace Elementary is as follows: 21% White, 14% Black and 65% Hispanic, 12% are males and 88% are females. 49% of the staff holds Master's Degrees and 9% hold either Specialist or Doctorate Degrees, teachers at this site average 16 years teaching experience and only 2% are Beginning teachers.

Beginning in the 2007-2008 school year, two fourth grade classes will offer the Extended Foreign Language Program (EFL) in addition to the second and third grade levels of this program. The co-teaching model of inclusion is used in grades three, four and five during the Language Arts teaching block. Resource Varying Exceptionality classes are also offered for Special Education students in grades K-5. Coral Terrace also offers a Resource Gifted program which focuses on Language Arts and Reading. The Academic Excellence Program (AEP) focuses on Drama/Public Speaking and Chess and is implemented as an after school program for eligible students. Coral Terrace Elementary offers a fee supported After-School Care Program which provides students with Music, Chess, Arts and Crafts, and Computer skills lessons on a rotating basis. Additionally, a Before-School Care program offers childcare for students prior to the beginning of the school day.

During the last school year, the school was awarded a QZAB grant which provided 19 computer stations for a technology lab. This computer lab will be utilized on a check-out basis for teacher assisted instruction and research. Additionally, Title I funds have provided the school with 45 new computer stations which have been utilized for teacher stations and a 30 station lab in the media center. The media center lab will be utilized by students under the guidance of the media specialist.

According to the Florida State Accountability Program Coral Terrace Elementary has been graded an "A" based on the FCAT scores for the 2006-2007 school year. As a Title I school, Coral Terrace Elementary must meet federal standards for Adequate Yearly Progress (AYP) under the mandates of the No Child Left Behind Act. This school has not met AYP standards for the last three years. According to the 2007 FCAT, the only NCLB subgroup that did not meet state standards was the English Language Learners (ELL) in the area of mathematics. Therefore, this school has been designated a School In Need of Improvement based on the No Child Left Behind federal guidelines.

After analyzing and evaluating all pertinent data to our school, the Coral Terrace Elementary stakeholders in conjunction with the Educational Excellence School Advisory Council, have identified the following priorities for the 2007-2008 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate an improvement in their reading skills by 73% of the students achieving Level 3 or higher on the 2008 SSS Reading FCAT.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate an improvement in their mathematical skills by 67% of the students achieving Level 3 or higher on the 2008 SSS Mathematics FCAT.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate an improvement in their writing skills by 86% of students scoring a 3.5 or higher on the 2008 Writing+ FCAT.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 55% of the students meeting high standards on the 2008 SSS Science FCAT.

Given the need to increase parental involvement, parent attendance at quarterly Parent Academy Meetings for the 2007-2008 school year will increase by 10% over the attendance for the 2006-2007 school year, as evidenced by sign-in sheets.

Given the need to improve student attendance, the average student daily attendance rate will increase to 95.64% for the 2007-2008 school year as documented in the Principal's End of Year Attendance Report.

Given the need to improve the technology skills of the student population, faculty and staff will become proficient at integrating technology into the curriculum as evidenced by a 50% increase in the number of visits to the computer lab from September 2007 to May 2008.

Given participation in the Fitness Gram Program, 38% of students in grades four and five will receive gold or silver fitness awards in 2008 as compared to 36% in 2007.



School Improvement Plan

2007-2008



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

Coral Terrace Elementary School will improve its ranking on the State of Florida ROI Index publication from the 17th percentile in 2004 to the 19h percentile on the next publication of the index.

In order to achieve these objectives, Coral Terrace Elementary's stakeholders have suggested strategies to be used to improve students' learning. Reading, writing, and mathematics instruction will continue to be the priority focus for 2006-2007. There will be a strong effort to promote science literacy skills, improve health and physical fitness, and develop greater knowledge of the fine arts. Strategies to be used will include the utilization of the Competency-Based Curriculum and Sunshine State Standards in all areas of instruction, infusion of the writing process throughout the curriculum, increased interactive science activities, participation in physical fitness activities, and exposure to the fine arts. Improvement in the staff's technology skills will be promoted through professional development activities.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS), faculty and staff at this school believe the category of Strategic Planning to be the area in need of most improvement within our school organization. Coral Terrace Elementary as an organization will focus on improving communication regarding the plans for the future of the school. Additionally, staff will be provided with more guidance on how to measure their own involvement in those plans. Integral factors in this improvement process will be to improve communication between all community stakeholders, provide faculty and staff members the opportunity to best use their time and talents, and support staff in all their endeavors thereby making school improvement a shared responsibility. Through improved communication, the administration will provide greater disclosure regarding the organization's financial situation throughout the year, which was an area of concern according to the (OPIS).



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.

1081 - CORAL TERRACE ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Responsibility

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

Perseverance

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

School Demographics

Coral Terrace Elementary School was built in 1956 and sits on five acres of land in South Central Miami-Dade County. In 2006 a modular building was added to the campus, replacing nine portables on the east side of the property. The new building houses 10 classrooms. Additionally, the school was recently painted, a new sprinkler system was installed, ceiling lights have been updated. The student population is 96% Hispanic and 4% White, non-Hispanic/Other. Approximately 82% of the student population is enrolled in the federal government's free or reduced lunch program. Student membership has dropped over the last school year, continuing a seven-year drop in membership. The student mobility rate index is 25%. There are one hundred eighty Limited English Proficiency students currently enrolled in the school. The Varying Exceptionalities Program serves twenty-two Specific Learning Disabled students, two Educable Mentally Handicapped students, three Autistic students, and two Other Health Impaired students. Additionally, there are nine Speech Impaired and Language Impaired students receiving services.

The faculty population is 65% Hispanic, 14% Black, and 21% White. 49% of the staff hold Master's degrees, 9% hold Doctorate or Specialist degrees. Additionally, three teachers hold National Board Certification. The average teaching experience is 16 years, and 2% of the staff are beginning teachers.

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

School Foundation

Leadership:

The Coral Terrace Elementary administration meets bi-monthly with the entire faculty and monthly with each grade level. Open communication with the entire staff is maintained via these meetings, and is also disseminated by the grade level/department chairs as needed. The school's mission and vision are communicated clearly with the staff and all community stakeholders. The administration encourages all staff to continue to grow in their respective fields via professional development, and strives to maintain an environment where staff is able to do their job without unnecessary barriers.

District Strategic Planning Alignment:

Coral Terrace Elementary includes its entire staff in the development of its goals and objectives. In addition to the Educational Excellence School Advisory Council (EESAC), the staff participates in the writing, revision, and finalization of the goals and objectives that are to be implemented for the following school year.

Stakeholder Engagement:

At Coral Terrace Elementary both students and parents feel comfortable informing the staff of their needs, and have expressed satisfaction with the processes used at the school site.

Faculty & Staff:

Coral Terrace Elementary School staff is organized into grade level teams, into which the special area teachers and resource personnel have also been integrated. Vertical articulation teams have also been formed in order to provide the faculty with the opportunity to discuss issues across grade levels and departments.

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

Data/Information/Knowledge Management:

Coral Terrace Elementary School staff is organized into grade level teams, into which the special area teachers and resource personnel have also been integrated. Vertical articulation teams have also been formed in order to provide the faculty with the opportunity to discuss issues across grade levels and departments.

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

Education Design:

The administration of the school provides staff with ongoing opportunities to discuss and analyze pertinent data information. Faculty meetings and grade level/department meetings are used to not only disseminate information, but also to discuss how to use it to impact individual student learning. Employee data is gathered informally via walk-throughs by the administrators. Formal data is gathered via PACES observations, analysis of student progress, and various reports produced by the district. All data is analyzed and disaggregated to implement any necessary changes to the educational or overall school program.

Performance Results:

In the process of implementing the School Improvement Plan, a variety of strategies were being utilized to provide intervention strategies to low performing students. Based on the continued need for health and vision care for the majority of the student population, Miami Children's Mobile Health Unit and the Heiken Foundation are providing free bi-monthly services to needy students at Coral Terrace Elementary.



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 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"/>

Reading Statement

Reading achievement will improve for all students.

Needs Assessment

The results of the 2007 FCAT Reading Test indicated that 72% of the students met high standards, which was an increase of one percentage point from 71% in 2006. The reading component most problematic for students in grades three through five was Words and Phrases. Data analysis scores previously identified Comparisons as the primary area of weakness for Coral Terrace Elementary students, however much improvement was shown on the 2007 FCAT Reading Test. All of the NCLB subgroups met criteria for Adequate Yearly Progress on the 2006 FCAT Reading Test. 67% of the students in the lowest quartile demonstrated learning gains in reading. 71% of students in grades 3-5 demonstrated learning gains.

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 demonstrate an improvement in their reading skills by 73% of the students achieving Level 3 or higher on the 2008 SSS Reading FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize a buddy reading program between the primary and intermediate grade level students to provide struggling students with models of effective reading strategies.	FEA Sponsor/Literacy Team	10/08/2007	05/30/2008	Other/ Not Applicable	0
Implement a schoolwide activity for FCAT vocabulary recognition through the school's morning announcements.	Classroom Teachers and the Media Specialist	8/21/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Early Success, Soar to Success, and Voyagers Intervention programs for reading to target students needing immediate intensive instruction through a pull out tutorial program. (FCAT Level 1 & 2 Students, Tier 2 students)	Reading Coach/Resource Teacher/Special Education Teachers/Paraprofessionals	09/24/2007	05/30/2008	Other/ Not Applicable	0
Provide students in grades one through five with instruction in how to utilize mental models (semantic maps, word webs, concept of definition maps, and venn diagrams) to increase their ability to analyze words and make accurate comparisons.	Classroom Teachers/Literacy Team	9/25/2007	05/30/2008	Other/ Not Applicable	0
Analyze data from Interim assessments and pacing guides, in addition to other District assessments to monitor student achievement and adjust strategies through differentiated reading instruction for both enrichment and remediation opportunities (CIM).	Classroom Teachers/Reading Coach/Assistant Principal	09/13/2007	5/30/2008	Other/ Not Applicable	0
Offer after-school tutorial services through Title I SES providers for Economically Disadvantaged students.	SES Providers	10/15/2007	02/29/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin textbook series.

Professional Development

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

Evaluation

The objective will be evaluated by scores on the DIBELS assessments, Interim assessments, and the 2008 SSS Reading FCAT.

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

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

Mathematics Statement

Mathematics achievement will improve for all students.

Needs Assessment

The results of the 2007 FCAT Mathematics Test indicated that 66% of the students met high standards, which is an increase of three percentage points over the 2006 scores. The mathematics component most problematic for students in grades three through five was Algebraic Thinking. The only NCLB subgroup that did not meet criteria was the English Language Learners students. 70% of the students in grade 3-5 made learning gains 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, students in grades three through five will demonstrate an improvement in their mathematical skills by 67% of the students achieving Level 3 or higher on the 2008 SSS Mathematics FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with access to manipulatives in order to provide tactile learning experiences for all.	Classroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Using data analysis, monitor student progress and adjust strategies via the results of diagnostic assessment tools from the Scott Foresman Addison Wesley Diagnosis and Intervention System(CIM).	Classroom Teachers	09/13/2007	05/30/2008	Other/ Not Applicable	0
Monitor student progress through the results of chapter tests from the Scott Foresman Addison Wesley Mathematics Series.	Classroom Teachers Assistant Principal	08/24/2007	05/30/2008	Other/ Not Applicable	0
Utilize the pacing guides and Interim Assessments to differentiate instruction and monitor the progress of all students.	Principal/Assistant Principal/Reading Coach/Classroom Teachers	09/13/2007	5/30/2008	Other/ Not Applicable	0
Incorporate Mathematics Task Cards into teacher weekly lessons to target number sense instruction.	Classroom Teachers	10/1/2007	05/30/2008	Other/ Not Applicable	0
Offer after- school tutorial services for Economically Disadvantaged students through Title I SES Providers.	SES Providers	10/15/2007	2/29/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Addison Wesley textbook series and resource materials.

Professional Development

1. Continue providing teachers with training on how to use the Edusoft database.
2. Mathematics teachers will meet weekly to plan cooperatively utilizing the District's Pacing Guides and curriculum maps.
3. Provide teachers with ongoing training on how to effectively teach using the FCAT Mathematics Task Cards.
4. Provide teachers with ongoing training in Critical Thinking and Problem Solving workshops throughout the year.

Evaluation

The objective will be evaluated by scores on the Pre and Post Test scores on the Scott Foresman Addison Wesley Mathematics Inventory Test, basal series chapter tests, and the 2008 SSS Mathematics FCAT.

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

Writing Statement

Writing achievement will improve for all students.

Needs Assessment

The results of the 2007 FCAT Writing Test indicated that the mean expository score was 3.8 and the mean narrative score was 3.5. 85% of the students met high standards, which is an increase of seven percentage points.

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 demonstrate an improvement in their writing skills by 86% of students scoring a 3.5 or higher on the 2008 Writing+ FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize and hold an Young Author's Fair at the school to celebrate student writing.	Literacy Team	10/01/2007	05/23/2008	Other/ Not Applicable	0
Use data gathered from monthly writing prompts to target writing instruction deficiencies.	Classroom Teachers/Reading Coach/Assistant Principal	09/28/2007	05/30/2008	Other/ Not Applicable	0
Administer a monthly writing prompt in grades Kindergarten through Fifth.	Classroom Teachers/Reading Coach/Assistant Principal	09/28/2007	05/30/2008	Other/ Not Applicable	0
Instruct students on how to use story map frames to improve their narrative writing skills.	Grade Level Chairs/Classroom Teachers/Reading Coach/Assistant Principal	10/15/2007	05/30/2008	Other/ Not Applicable	0
Meet monthly to provide all teachers with ongoing training on how to effectively score writing samples utilizing the State Rubric Scoring System.	Classroom Teachers/Assistant Principal	08/17/2007	05/30/2008	Other/ Not Applicable	0
Provide Economically Disadvantaged students who score three or below on the pretest, based on the six-point rubric, with additional after school instruction in effective writing strategies.	Classroom Teachers	10/15/2007	05/16/2008	Other/ Not Applicable	0
Publish student expository or narrative writing pieces to share with classmates through circulation in Media Center.	Classroom Teachers/Media Specialist/Reading Coach	09/10/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin textbook series with additional resource materials.

Professional Development

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

Evaluation

The objective will be evaluated by scores on the Monthly Writing Prompts and the scores on the 2008 Writing+ FCAT.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Science skills will improve for all students.

Needs Assessment

Scores on the 2007 FCAT Science Test indicate that 31% of the students met high standards. The most problematic area for all the students continues to be Earth and Space Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 55% of the students meeting high standards on the 2008 SSS Science FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate Math and Reading FCAT Task Cards into weekly lessons.	Classroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide staff with ongoing training on the Scientific Process.	Principal Assistant Principal	9/10/2007	5/30/2008	Other/ Not Applicable	0
Target Students With Disabilities (SWD) and Limited English Proficient Students (LEP) for additional support as appropriate.	ESE Teachers/ESOL Teachers/Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize District Interim Assessments to monitor student achievement and target instruction for areas for improvement.	Assistant Principal/Classroom Teachers/Reading Coach	08/20/2007	05/30/2008	Other/ Not Applicable	0
Administer the Zone School's Science pre, progress, and post test to all fifth grade students to monitor progress.	Assistant Principal/Classroom Teachers	09/17/2007	05/30/2008	Other/ Not Applicable	0
Provide students in grades Kindergarten through Five with monthly hands on Earth and Space science experiments that are followed up with a writing activity.	Classroom Teachers	09/24/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Harcourt textbook series and resource materials.

Professional Development

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

Evaluation

The objective will be evaluated by scores on the Zone School Science Pre and Post tests and the 2008 SSS Science FCAT.

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

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

Parental Involvement Statement

Parental involvement in schoolwide activities will be improved.

Needs Assessment

Parental involvement in schoolwide activities has varied widely depending upon the type of activity scheduled. Parent attendance over five events such as Open House, and Awards Assemblies have averaged 58% of the student population as evidenced by 2006-2007 sign in sheets. Parent attendance at monthly Bilingual Outreach Meetings improved by 40% over the previous years attendance. Although several strategies have been attempted, none has met with much success

Measurable Objective

Given the need to increase parental involvement, parent attendance at quarterly Parent Academy Meetings for the 2007-2008 school year will increase by 10% over the attendance for the 2006-2007 school year, as evidenced by sign-in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students in grades one through five with an agenda book that includes the Parent/Student Handbook to provide access to school related information as well as a form of open communication with classroom teachers (PTA I).	PrincipalClassroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Assist newly arrived immigrant families in identifying the resources available to help facilitate their transition into the community and culture (PTA VI).	Community Involvement Specialist	8/20/2007	06/04/2008	Other/ Not Applicable	0
Provide parents with community resource information (PTA VI).	Community Involvement Specialist	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide parents with timely notification of Parent Academy Outreach Workshops and other school sponsored activities so that they may plan accordingly to attend (school calendars, flyers, and posted meeting notifications)(PTA I).	Community Involvement Specialist	08/20/2007	05/30/2008	Other/ Not Applicable	0
Partner with WLRN to provide parents with opportunities to attend "Make and Take" Workshops with their children (PTA VI).	Literacy Team	10/15/2007	05/30/2008	Other/ Not Applicable	0
Hold monthly EESAC Meetings in order to inform parents of school improvement activities (PTA V).	EESAC Committee Members	08/22/2007	05/30/2008	Other/ Not Applicable	0
Provide incentives to be raffled off to encourage better attendance at the Parent Academy Outreach Meetings (PTA VI).	Reading Coach	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

National Standards for Parent/Family Involvement Programs.

Professional Development

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

Evaluation

The objective will be evaluated by sign in sheets from the 2007-2008 quarterly Parent Academy Meetings.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Daily attendance will improve for all students.

Needs Assessment

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

Measurable Objective

Given the need to improve student attendance, the average student daily attendance rate will increase to 95.64% for the 2007-2008 school year as documented in the Principal's End of Year Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Telesoft Communications System to communicate with parents when their child has been absent from school.	Attendance Clerk/Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Work in collaboration with the school's social worker to monitor students with poor attendance.	Social Worker/Counselor/Attendance Clerk/Assistant Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Implement a motivational reward program for students that achieve perfect attendance.	Counselor/Classroom Teachers/Assistant Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide incentives for classes that have 100% attendance for ten consecutive school days.	Counselor/Classroom Teachers/Assistant Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Professional Development

Evaluation

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

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

Faculty and staff will effectively intergrate technology into the curriculum.

Needs Assessment

After administering a site-authored technology usage survey, the Technology Committee identified only five teachers who have been trained on how to effectively intergrate technology into the curriculum, therefore there is a need to provide training and support in this area.

Measurable Objective

Given the need to improve the technology skills of the student population, faculty and staff will become proficient at integrating technology into the curriculum as evidenced by a 50% increase in the number of visits to the computer lab from September 2007 to May 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that work orders for computer repairs are completed in a timely manner.	PrincipalAssistant PrincipalTechnology CommitteeComputer Technician	08/20/2007	05/30/2008	Other/ Not Applicable	0
Create links to teacher e-mail through the school's website in order to provide parents with an additional form of communicating with the school.	Technology CommitteeClassroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide new teachers and staff with ongoing training on how to access and utilize web based learning activities and other technology based programs as needed.	Technology Committee	08/20/2007	05/30/2008	Other/ Not Applicable	0
Log into their District e-mail accounts daily in order to share best practices and access mentor information regarding internet and technology based learning activities and strategies.	PrincipalAssistant PrincipalTeachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Distribute a site-authored Pre and Post Test Survey to teachers to determine their level of proficiency before and after in house training sessions on strategies for integrating technology into the curriculum.	Technology Committee	09/24/2008	05/30/2008	Other/ Not Applicable	0
Provide teachers with initial and ongoing training on how to effectively integrate technology into the curriculum.	Principal/Assistant Principal	10/22/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Professional Development

1. The Technology Committee will provide identified teachers with initial and ongoing training on how to effectively integrate technology into the curriculum, including but not limited to the following: power point presentations, SMART Board operations, creating and maintaining websites, and effective research strategies on the internet.
2. Administrators will provide faculty members with access to District Technology trainings and workshops on Technology related curriculum as they become available.

Evaluation

The objective will be measured by comparing monthly sign in rosters from the computer lab as well as lesson plans and student artifacts submitted by classroom teachers.

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Improve the health and physical fitness of all students.

Needs Assessment

Physical Education teachers have been monitoring student body mass index and flexibility through the Fitness Gram Program. The results indicate a growing trend of student obesity, a lack of flexibility and a general complacency towards physical activity and nutrition education.

Measurable Objective

Given participation in the Fitness Gram Program, 38% of students in grades four and five will receive gold or silver fitness awards in 2008 as compared to 36% in 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Target overweight students in grades three through five for participation in an educational after school program that focuses on teaching strategies for healthy living.	Reading Coach	10/22/2007	05/23/2008	Other/ Not Applicable	0
Provide incentives such certificates to students who increase their level of fitness each nine weeks.	PrincipalAssistant PrincipalPhysical Education Teachers	10/25/2007	05/30/2008	Other/ Not Applicable	0
Implement the Presidential Challenge program with students in grades two through five.	Physical Education Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide students with access to fitness articles and magazines to further increase their knowledge of what constitutes healthy living.	PrincipalAssistant Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide parents and students with access to healthcare through bi-monthly onsite visits from the Miami Children's Mobile Unit	Community Involvement Specialist	08/20/2007	05/30/2008	Other/ Not Applicable	0
Teach students to set and monitor personal fitness and nutritional goals.	Physical Education Teachers	10/29/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Presidential Challenge
Team Nutrition/The United States Department of Agriculture

Professional Development

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

Evaluation

This objective will be measured using the Fitness Gram program.

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

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

Electives & Special Areas Statement

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

Needs Assessment

Immediate Intensive Instruction students in grades three through five not meeting grade level standards are participating in a tutorial program in lieu of Special Area classes . These students are receiving little or no instruction in the areas of art and music.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide monthly music and/or art activities with Triple I students once a month to encourage appreciation of the Arts.	Resource Teachers/Assistant Principal	10/19/2007	05/30/2008	Other/ Not Applicable	0
Design a motivational poster promoting success on the FCAT.	Resource TeachersAssistant Principal	01/14/2007	02/14/2008	Other/ Not Applicable	0
Introduce students to art and music from around the world via bi-monthly presentations.	Classroom TeachersMusic TeacherArt TeacherBroadcast sponsor	10/15/2007	05/30/2008	Other/ Not Applicable	0
Invite guest artists to perform for the students.	Community Involvement SpecialistEESAC members	10/15/2007	05/30/2008	Other/ Not Applicable	0
Integrate art and music vocabulary words as they relate to the bi-monthly presentations with the "Word of the Day" on the morning news.	Classroom TeachersMusic TeacherArt TeacherBroadcast sponsor	10/15/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Professional Development

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

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

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2004 Coral Terrace Elementary ranked at the 17th percentile on the State of Florida ROI Index.

Measurable Objective

Coral Terrace Elementary School will improve its ranking on the State of Florida ROI Index publication from the 17th percentile in 2004 to the 19h 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	EESAC members/Principal/Assistant Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation	Principal/Assistant Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources	Principal/Assistant Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Seek business partnerships within the community	Community Involvement Specialist/EESAC members/Principal/Assistant Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Return On Investment Index

Professional Development

Evaluation

On the next State of Florida ROI Index publication Coral Terrace Elementary will show progress toward reaching the 19th percentile.

EESAC Compliance

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

Budget:

The Educational Excellence School Advisory Council (EESAC) recommends utilization of its funds for the purchase of an hourly paraprofessional for the implementation of the intervention program. Additionally, the EESAC suggested the purchase of software and hardware to support the school's technology curriculum.

Training:

Educational Excellence School Advisory Council members felt strongly about continuing to develop the technology skills of the staff through in-house professional development. The committee recommends this year's goal be to have all staff members integrate technology into the curriculum during 2007-2008 school term.

Instructional Materials:

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

Technology:

The Educational Excellence School Advisory Council recommends providing the staff with expanded technology training so that technology can be appropriately integrated throughout the curriculum and utilized to enhance student learning.

Staffing:



School Improvement Plan 2007-2008



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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

Educational Excellence School Advisory Council members recommends the expansion and updating of the School Safety Patrol Program, DARE Program, Do The Right Thing Program, and Willy Whistle Pedestrian Safety Program. The implementation of the school's new security plan will continue to be monitored and adjusted as needed.

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