

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Coral Way Elementary School (1121)

Feeder Pattern - Miami Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Alejandro Perez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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

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

The following goals have been identified as school priorities: (1) Teach our students to become proficient in speaking, reading, and writing in two languages; (2) Provide students with the opportunity to acquire a historical and global perspective that will help them to become productive citizens of our country and world community; (3) Have students develop an appreciation of diversity and be able to function in a multicultural society; (4) Have students develop critical thinking and leadership skills that will allow them to make a difference in their community; (5) Provide students with the opportunity to achieve the highest standards in all academic areas; (6) Support members of our school community to face the challenges of the 21st Century.

Given instruction using the Sunshine State Standards, students in grade 3-8 will increase their reading skills as evidenced by 78 percent of students scoring at or above level 3 on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, the percentage of students in grades 3-8 will increase their mathematics skills as evidenced by 77 percent of students scoring at or above level 3 on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 99 percent of students in grade four and eight will score at 3.5 or above on the 2008 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, 54 percent of students in grade five and grade eight will score at FCAT Achievement Level 3 or above on the 2008 FCAT Science Administration.

Given the need to establish a link between school, home, community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5 percentage points when compared to the 2006-2007 school year as evidenced by student and parent participation rosters.

Given the need to establish an environment that is safe and conducive to learning, the number of student safety programs will increase by one when compared to the 2006-2007 school year.

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

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2008 FITNESSGRAM.

Given the need to develop music appreciation and opportunities to perform, the number of students participating in the art and musical performances in grades two through eight will increase by 5 percent during the 2007-2008 school year.

Coral Way K-8 Center will improve on the State of Florida ROI index publication from the 70th percentile in 2004-2005 to the 71st percentile on the next publication of the index.

The Spring 2007 Organizational Performance Improvement Snapshot survey reflects that Coral Way K-8 Center's overall weakest items are in the areas of Business Results, (7c) where stakeholders know how well the organization is doing financially, and Customer and Marketing Focus, indicating (3a) whether teachers know who their most important customers are. These areas will be addressed by conducting faculty and staff meetings, where financial data and organizational information will be presented and question/answer periods will follow. Additionally, through faculty and grade level meetings, curriculum planning sessions will occur where stakeholders' ideas are incorporated into the educational planning environment.



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.

1121 - CORAL WAY ELEMENTARY SCHOOL

VISION

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

MISSION

Our mission is to provide our students with opportunities to develop a better sense of the world (past, present, and future) around them, while establishing an educational setting that moves both teachers and students into an international arena to create a multicultural, interactive learning environment focusing on improving student achievement. Our aim is that all students, regardless of their home language, graduate as proficient, bilingual, and bi-literate citizens in our multi-cultural community. All members of our school community, working as a team, are able to enrich the instructional environment and empower students to take responsibility for their learning, while providing them with the skills and tools to prepare themselves for the future.

CORE VALUES



School Improvement Plan 2007-2008



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

School Demographics

Coral Way K-8 Center was established in 1936 and is a Title 1 funded school, which serves approximately 1588 students in Pre-Kindergarten through eighth grade. It currently ranks as an "A" school. Approximately 17 percent of our student body are English Language Learners (ELL) and attend English for Speakers of Other Languages (ESOL) classes. Nearly six percent of the student population attend Spanish Second Language classes. Our mobility index is 19. The Special Education (SPED) Population is 75 Specific Learning Disabilities, 22 Varying Exceptionalities, 3 Mentally Handicapped, and 181 Gifted. Forty-two students receive Speech/Language services. The school ELL population consists of 71 ESOL level 1, 29 ESOL level 2, 43 ESOL level 3, and 120 ESOL level 4.

The school employs a total of 157 full-time staff members and 31 part-time staff members. The school profile consists of 6 administrators, 2 lead teachers, 1 reading coach, 122 classroom teachers, 4 guidance counselors, 2 media specialists, 11 office staff members, 15 cafeteria workers, 4 security guards, 10 custodians, and 1 Computer Specialist. Of the teaching staff, 8 percent of the teachers are new to the school. The average length of teaching time in the state of Florida is 16 years. Forty-seven percent of the staff have advanced academic degrees. The teachers are certified in Elementary Education, Early Childhood, Spanish, English as a Second Language (ESOL), Reading, Technology, Music, Art, Physical Education, Media, and Educational Leadership. The composition of the teachers is as follows: 10 percent White, 14 percent Black, and 76 percent Hispanic. Twelve percent of the teachers are male, while 88 percent are female. Eight teachers are National Board Certified Teachers.

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

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of faculty and staff/human resources was the ability to make changes that improve one's work, item 5a, whereas the weakest in that section was the staff's recognition for their work, item 5d. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement, growth, and recognition through many activities such as Professional Development, Professional Growth Teams, networking, and other team and leadership building events.

School Foundation

Leadership:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of leadership was the knowledge of the organization's mission, item 1a, whereas, the weakest in that section was the staff is asked its opinion of the organization, item 1g. Based on aforementioned results, it is evident that the administration and the EESAC collaboratively defined a vision and established goals for the improvement of student achievement. The administration and elected members of the EESAC will further use surveys and consensus management to improve the potential of every student.

District Strategic Planning Alignment:

The Spring 2007 Organizational Performance Improvement Snapshot survey reflects that our strongest item in the area of Strategic Planning was item 2b, knowing the parts of the work location's plans that will affect the teacher and his/her work, whereas, the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the elected members of the EESAC follow the Sunshine State Standards, district and state guidelines, School Improvement Plan, and Student Portfolios in order to accomplish the school's goals and objectives. Further emphasis will be placed on staff input regarding the organization's future.

Stakeholder Engagement:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, whereas, the weakest in that section was the staff's input whether they are satisfied or dissatisfied with their work, item 3d. The stakeholders at Coral Way K-8 Center are provided extended learning opportunities addressing remedial, basic, and advanced academic needs. Further emphasis will be placed on staff satisfaction and the input of their ideas.

Faculty & Staff:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of faculty and staff/human resources was the ability of staff to measure the quality of their work, item 4a, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events. Further effort will be made to share with staff the knowledge of how the organization is doing in general terms through meetings, literature, and open discussions.

Data/Information/Knowledge Management:

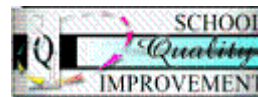
The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was that staff had the freedom to make changes that will improve their work, item 5a, whereas the weakest in that section was that individuals received recognition of work performed, item 5d. The staff members are encouraged and provided opportunities to participate in a variety of workshops and in-services, which enhances the school's efficiency. Greater effort will be made to recognizing the work of staff.

Education Design:



School Improvement Plan

2007-2008



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

Coral Way K-8 Center is aggressively pursuing the need to provide educational opportunities beyond the regular school day for students who need additional support. Our FCAT Student Achievement Funds are used to provide before, after, and Saturday Tutoring Academy in the areas of reading, writing, mathematics, and science. Additionally, during the school day, hourly teachers provide small group instruction to enhance learning in core subject areas. Our community school program is offering tutoring services after school for a minimal fee for students needing additional support in reading and mathematics. The Middle School Enrichment Program provides free tutoring services to the students in grades 6, 7, and 8. Tutors in all programs use a combination of textbooks, supplemental materials, hands-on manipulatives, and computer-assisted-learning programs to help remediate students' deficiencies. Finally, the community school offers a Summer Learning Camp that provides a combination of academic and extra-curricular activities. Students receive reading, writing, mathematics, and science assistance while enjoying the activities of a regular camp atmosphere.

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

Performance Results:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business was the work products meet all requirements for high quality and excellence, item 7b, whereas the weakest in that section was the organization's understanding of the school's financial status, item 7c. The organization has used the 8-Step Continuous Improvement Model to monitor and improve students' scores, attendance, suspensions, and drop-out rates. The organization's highly experienced staff, truancy program, assessment platforms, District and State guidelines, and best practices have helped improve the performance to achieve and maintain a grade A in the Florida School Report Card. Greater effort will be made to inform staff of the school's financial status.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Coral Way K-8 Center incorporates a variety of different innovative approaches to instruction in the areas of reading, mathematics, writing, and science. Students in grades six through eight that scored at Achievement Levels 1 and 2 on the 2007 FCAT Reading subtest participate in small group instruction using hourly teachers and reading intervention programs such as Voyager Passport, Soar to Success, Read 180, Bridges to Literature, and Intensive Reading as evidenced by participation rosters. Students in grades six through eight that scored at Achievement Levels 1 and 2 on the 2007 FCAT Mathematics subtest participate in small group instruction using hourly teachers and Intensive Mathematics intervention. All students in grades six through eight participate in mathematical applications skills using hands-on interdisciplinary activities as evidenced in weekly lesson plans. Through all curriculum areas, reading instruction and the reinforcement of comprehension strategies is incorporated. Professional development is provided for staff to enhance innovative approaches to instruction such as CRISS, technology integration, and cooperative learning. The electives offered to students provide opportunities for expansion and exploration of students' goals, talents, and interests. Band, Orchestra, Art, Business, Physical Education, and Foreign Languages (Spanish and French) provide a broad spectrum of choices for students. A master schedule is designed with students' needs in mind. Students in the SPED and ELL program receive instruction through an inclusion model for reading, language arts, mathematics, science, and social studies. Parents can access their students' information through the Electronic Gradebook and Parent Portal. A monthly newsletter provides information on current happenings. Teachers have email access for open communication with parents. In addition, all students are given a free agenda for ongoing open communication between the home and school environment. Two guidance counselors are accessible to parents to discuss concerns, student achievement, behavior, and support as an invention strategy. Two guidance counselors are accessible to parents to discuss concerns, student achievement, behavior, and support as an invention strategy. Recovery courses are offered in both science and mathematics. Advanced, Honors, and Gifted courses in language arts, mathematics, science, social studies, Humanities, and Spanish Literature are offered for students to provide challenging opportunities. Career fairs are offered during the school year to both students and their parents to showcase possible future academic and vocational avenues.

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 checked="" type="checkbox"/>

Reading Statement

All students in grades 3-8 will read on grade level.

Needs Assessment

The results of the 2007 FCAT Reading scores indicated that 76% of students in grades three through seven were reading at the State required Achievement Level 3 or higher. The results of the 2007 FCAT Reading Test indicated the following: 76% of students in grade three, 75% of students in grade four, 79% of students in grade five, 74% of students in grade six, and 77% of students in grade seven tested at or above Achievement Level 3. All subgroups met Adequate Yearly Progress. Students in third, fourth, fifth, sixth, and seventh grades scored at 67%, 60%, 56%, 70% and 71% respectively in Words/Phrases. Our analysis of student performance on the 2007 FCAT Reading subtest data indicated that the weakest content cluster for grade three was Reference and Research at 50% and the strongest content cluster was Main Idea at 75%. Grade four demonstrated that the weakest content cluster was Words/Phrases at 60%, and the strongest content cluster was Reference/Research at 75%. Fifth grade demonstrated that the weakest content cluster was Words/Phrases at 56%, and the strongest content cluster was Reference and Research at 75%. Sixth grade demonstrated that the weakest content cluster was Reference/Research at 57%, and the strongest content cluster was Words/Phrases at 70%. Seventh grade demonstrated that the weakest content clusters were Reference/Research and Words/Phrases, both at 71%, and the strongest content cluster was Comparison at 73%.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 3-8 will increase their reading skills as evidenced by 78 percent of students scoring at or above level 3 on the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development on scope and sequence, curriculum mapping, and innovative and effective strategies that enhance critical thinking skills and infuse reading into all curriculum areas using existing resources, modeling of lessons, and mentoring as evidenced by participation rosters.	Principal; Assistant Principal for Curriculum; Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	5000
Enhance the Core Knowledge Curriculum to incorporate more historical, scientific, and cultural literature as evidenced by weekly lesson plans.	Principal; Assistant Principal for Curriculum	8/20/2007	6/05/2008	Diversity & Educational Equity	3000
Conduct conferences to monitor students' progress as evidenced by class assignment rosters and parental signatures.	Principal; Assistant Principal of Curriculum; Reading Coach; Classroom Teachers	8/21/2007	6/05/2008	Continuous Improvement Model	1500
Assess students in Kindergarten through third grade using Dynamic Indicators of Basic Literacy Skills (DIBELS) to identify strengths and weaknesses in basic literacy skills to guide instruction as evidenced by data reports.	Principal; Assistant Principal; Reading Coach	8/27/2007	5/30/2008	District-wide Literacy Plan	750
Identify students in grades three through eight scoring at Achievement Levels 1 and 2 on the FCAT Reading subtest and implement small group instruction using hourly teachers and reading intervention programs such as Voyager Passport, Read 180, Bridges to Literature, and Intensive Reading as evidenced by participation rosters.	Principal; Assistant Principal of Curriculum; Reading Coach	8/20/2007	6/05/2008	Continuous Improvement Model	12000
Provide training to parents in their native language to increase student attendance and parental involvement in their children's reading curriculum as reflected in the Comprehensive Reading Plan and Sunshine State Standards with special focus on family reading time using Lexile-leveled books as evidenced by participation logs.	Principal; Reading Coach; Assistant Principal for Curriculum	9/17/2007	6/05/2008	District-wide Literacy Plan	1500
Utilize a Literacy Leadership Team to implement schoolwide reading incentive programs such as Scholastic Reading Counts and Book It! and activities that incorporate the Comprehensive Reading Plan and the Sunshine State Standards as evidenced by meeting agendas.	Principal; Reading Coach; Literacy Leadership Team	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide before, during, after school and Saturday Academy tutorial sessions that target reading skills as evidenced by attendance rosters.	Principal; Assistant Principal of Curriculum; Intervention Teachers	10/09/2007	2/29/2008	Continuous Improvement Model	5000
Provide reading instruction using ELL and SPED strategies as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal of Curriculum; SPED teachers; Reading Coach; ELL teacher; Classroom teachers	8/20/2007	6/05/2008	Inclusion of SWD	0

Research-Based Programs

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

Professional Development

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

Evaluation



School Improvement Plan

2007-2008



This objective will be evaluated using the scores from the 2008 FCAT Reading administration. The Continuous Improvement Model will be implemented as an evaluative tool. The Scores/data from the diagnostic instruments, including DIBELS, will be used to evaluate progress. District Reading Interim Assessments, including Comprehensive Assessment in Reading Strategies (CARS), will be used to monitor progress towards this objective, to provide item data analysis, and to redirect intervention and instructional strategies. Students scoring FCAT Reading Achievement Level 1 and 2 will also receive intervention and monitoring using Voyager Passport. Teacher lesson plans following the Professional Assessment Comprehensive Evaluation System (PACES) guidelines will be used to monitor student progress.

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

Mathematics Statement

Increase mathematics performance of all students.

Needs Assessment

The results of the 2007 FCAT Mathematics Test information indicated that 75% of students in grades three through seven were performing at the State required mastery Achievement Level of 3 or above. Data indicated the following: 88% of students in grade three, 89% of students in grade four, 69% of students in grade five, 65% of students in grade six, and 66% of students in grade seven tested at or above Achievement Level 3. Adequate Yearly Progress was met as evidenced by all sub-groups. Staff development will be provided to enhance mathematics instruction and promote student achievement as needed. Our analysis of student performance on the 2007 FCAT Mathematics subtest data indicated that the weakest content cluster for grade three was Number Sense at 67% and the strongest content cluster was Measurement at 75%. Grade four demonstrated that the weakest content cluster was Algebraic Thinking at 57% and the strongest content cluster Measurement at 75%. Fifth grade demonstrated that the weakest content cluster was Algebraic Thinking at 45% and the strongest content cluster was Measurement at 55%. Sixth grade demonstrated that the weakest content cluster was Measurement at 44% and the strongest content cluster was Geometry at 67%. Seventh grade demonstrated that the strongest content cluster was Geometry at 63%, while all other content clusters were 56%.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of students in grades 3-8 will increase their mathematics skills as evidenced by 77 percent of students scoring at or above level 3 on the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide mathematics instruction using ELL and SPED strategies including the use of manipulatives as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal of Curriculum, ELL Teachers, SPED Teachers, Classroom Teachers	8/20/2007	6/05/2008	Dual Language	1500
Provide staff development to support the five strands included in the performance expectations of the FCAT as evidenced by attendance logs.	Principal	9/13/2007	12/14/2007	Exchange Meaningful Information	1000
Identify students in grade three through eight scoring at Achievement Levels 1 and 2 on the FCAT Mathematics subtests and implement small group instruction using technology and personnel as evidenced by participation rosters.	Principal, Assistant Principal of Curriculum, Classroom Teacher	8/20/2007	6/05/2008	Continuous Improvement Model	24000
Provide training to parents to increase student attendance and parental involvement in their children's mathematics curriculum as reflected in the Sunshine State Standards in order to enhance their effectiveness when assisting their children at home as evidenced by participation logs.	Principal	9/24/2007	6/05/2008	Diversity & Educational Equity	3000
Utilize a Mathematics Task Force to implement and promote mathematics incentive programs, projects, and competitions that focus on critical thinking skills as reflected in the Sunshine State Standards as evidenced in the task force minutes and school calendar events.	Principal; Chairperson of the Math Task Force; Assistant principal for Curriculum	8/28/2007	6/05/2008	Continuous Improvement Model	3000
Provide advanced mathematics curriculum infusing critical thinking and analytical strategies to all students.	Principal; Assistant Principal of Curriculum; Classroom Teachers	8/20/2007	6/05/2008	Advanced Academics	0
Provide Course Recovery in Mathematics to those current seventh and eighth grade students who failed Mathematics in the 2006-2007 school year.	Principal; Assistant Principal of Curriculum; Mathematics Class Recovery Teacher	8/20/2007	6/05/2008	Secondary School Reform	7500
Expand the Chess Club to promote strategic and analytical thinking in mathematics.	Principal; Assistant Principal; AEP Teacher	09/24/2007	6/05/2008	Academic Enrichment Opportunities	1400
Increase students' mathematical applications skills using hands-on interdisciplinary activities as evidenced in weekly lesson plans.	Principal; Assistant Principal of Curriculum; Members of the Math Task Force	8/20/2007	6/05/2008	Continuous Improvement Model	3000
Provide before, during, after school and Saturday Academy tutorial sessions that target mathematics skills as evidenced by attendance rosters.	Principal; Assistant Principal of Curriculum; Tutoring Teachers	10/09/2007	2/29/2008	Continuous Improvement Model	5000

Research-Based Programs

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

Professional Development

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

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by the scores from the 2008 FCAT Mathematics administration. Scores/data from the District Mathematics Interim Assessment Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies using the Continuous-Improvement-Model. Teacher lesson plans using PACES guidelines will be used to monitor student progress and the use of manipulatives. Item analysis data provided by Edusoft software will also be used to monitor and assess student progress.

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

Increase writing performance of all students.

Needs Assessment

Results of the 2007 FCAT Writing+ scores indicate that 99% of students in grade four met state standards. The average score for both Expository and Narrative Writing combined was 4.3. The results indicate that 1% of students did not meet state standards in writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 99 percent of students in grade four and eight will score at 3.5 or above on the 2008 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide before, during, and after school tutorial sessions that target writing skills as evidenced by attendance rosters.	Principal; Assistant Principal of Curriculum	10/09/2007	2/08/2008	Continuous Improvement Model	4000
Infuse the Houghton Mifflin Reading/Writing Workshop and Glencoe writing component as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal of Curriculum; Reading Coach; Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Incorporate a variety of writing genres including journal, expository, narrative, descriptive, and persuasive writing as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal; Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide training to parents in their native language to increase student attendance and parental involvement in their children's writing skills as reflected in the Sunshine State Standards in order to enhance their effectiveness when assisting their children at home as evidenced by participation logs.	Principal; Assistant Principal for Curriculum	9/24/2007	6/05/2008	Diversity & Educational Equity	3000
Provide staff development on scope and sequence, curriculum mapping, and innovative and effective strategies that enhance the writing process focusing on elaboration of details, dialogue, and imagery, using existing resources, modeling of lessons, and mentoring as evidenced by participation logs.	Principal; Assistant Principal of Curriculum; Literacy Leadership Team	9/13/2007	6/05/2008	Continuous Improvement Model	0
Conduct conferences to monitor students' progress as evidenced by student portfolios, class assignment rosters, and parental signatures.	Principal; Assistant Principal of Curriculum; Classroom Teachers	8/21/2007	6/05/2008	Continuous Improvement Model	0
Target the less proficient student (including ELL and SPED) in writing to monitor and provide assistance using technology, differentiated instruction, and additional personnel to support individual needs and small group instruction to review the Sunshine State Standards as evidenced by participation rosters.	Principal; Assistant Principal of Curriculum; Literacy Leadership Team	8/20/2007	6/05/2008	Inclusion of SWD	0
Implement a vocabulary enhancement program using vivid verbs and sensory imagery to support the writing program.	Principal; Assistant Principal for Curriculum	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

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

Professional Development

Training will be provided in the following areas: FCAT Writing+, Peer editing, Project CRISS, Reciprocal Teaching, and the Houghton-Mifflin Reading/Writing Workshop.

Evaluation

This objective will be evaluated using scores on the 2008 FCAT Writing+ Test. Scores/data from the Pre-Assessment Tests and the monthly writing prompts will be used to monitor progress towards this objective and to redirect intervention and instructional strategies using the Continuous-Improvement-Model.

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

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Science Statement

Increase science performance for all students.

Needs Assessment

Scores on the 2007 FCAT Science Assessment Test indicate that 52% students in grade 5 scored at FCAT Achievement Level 3 or above. Subtests indicate that the weakest content cluster for student in grade five was Scientific Thinking at 50% and the strongest content cluster was Life and Environment Science at 67%.

Measurable Objective

Given instruction using the Sunshine State Standards, 54 percent of students in grade five and grade eight will score at FCAT Achievement Level 3 or above on the 2008 FCAT Science Administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote the development of student inventions utilizing the scientific process through a Young Science/Inventors' Fair as evidenced by weekly lesson plans.	Principal; Assistant Principal of Curriculum; Members of the Mathematics/Science Task Force; Classroom Teachers	8/20/2007	4/26/2008	Academic Enrichment Opportunities	0
Provide dedicated space and resources for hands-on, inquiry-based explorations for support knowledge of the scientific method as evidenced by lessons plans.	Principal; Assistant Principal of Curriculum	8/20/2007	6/05/2008	Continuous Improvement Model	0
Incorporate investigative science projects into curriculum focusing on critical thinking skills as well as journal writing as reflected in the Sunshine State Standards as evidenced by weekly lesson plans.	Principal; Assistant Principal for Curriculum	8/20/2007	6/05/2008	Education Innovation	0
Implement a Science Explorers Club to expand students' analytical, exploration, and problem-solving techniques to investigate advanced learning opportunities in science.	Principal; Assistant Principal of Curriculum; AEP Teacher	9/24/2007	5/25/2008	Academic Enrichment Opportunities	2000
Implement District Science Scope and Sequence and long range plans to ensure that all Sunshine State Standards are being taught through content area instruction as evidenced by weekly lesson plans.	Principal; Assistant Principal of Curriculum; Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	1500
Provide training to parents in their native language to increase parental involvement in their children's science curriculum to enhance their effectiveness as evidenced by participation logs.	Principal; Assistant Principal of Curriculum	9/24/2007	6/05/2008	Diversity & Educational Equity	2000
Increase science and mathematics writing in students' portfolios reflecting laboratory reports, critical thinking skills, analysis, synthesis, and evaluations as evidenced by weekly lesson plans.	Principal; Assistant Principal for Curriculum; Chairperson of the Reading/Writing Task Force; Chairperson of Mathematics/Science Task Force.	8/20/2007	6/05/2008	Education Innovation	0
Provide staff development on District scope and sequence and curriculum mapping to enhance the scientific process, using existing resources, modeling of lessons, and mentoring as evidenced by participation rosters.	Principal; Assistant Principal of Curriculum	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide tutorial sessions that target science skills as evidenced by attendance rosters.	Principal; Assistant Principal of Curriculum; Tutoring Teachers	10/09/2007	2/29/2008	Continuous Improvement Model	5000

Research-Based Programs

Coral Way K-8 Center uses the core science program of Scott Foresman Science for grades K-5. Grades six through eight use The Glencoe Florida Science Series and Earth and Space. Supplemental programs will include Measuring Up In Science, Coach, Full Option Science System (FOSS) Kits, the CORE Knowledge Sequence, and Insights (an inquiry-based, hands-on K-6 science program funded by the National Science Foundation).

Professional Development

Professional development will be provided in the areas of inquiry-based instruction, the Scott Foresman Science Series, on-line scientific research, Distance Learning, Project CRISS, Reciprocal Teaching, the integration of the mathematics and science curriculum, FOSS Program, and Insights.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated using scores of the 2008 FCAT Science Test for grade five and eight. Classroom assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Conferences will be conducted to monitor student progress. Utilizing the Continuous-Improvement-Model, programs including Measuring Up In Science and Insights (an inquiry-based, hands-on K-6 science program funded by the National Science Foundation) will be incorporated into the curriculum to monitor the acquisition of science skills. Results from the 2007-2008 Science/Inventors' Fair Projects will be compared to data from the previous year.

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

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

Parental Involvement Statement

Increase parental involvement.

Needs Assessment

The 2006-2007 Parental Involvement Rosters at Coral Way K-8 Center indicated that 28% of parents participated in school functions, excluding Open House.

Measurable Objective

Given the need to establish a link between school, home, community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5 percentage points when compared to the 2006-2007 school year as evidenced by student and parent participation rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct conferences to monitor students' progress and encourage parental involvement as evidenced by student portfolios, class assignment rosters, and parental signatures.	Principal; Assistant Principal of Curriculum; Classroom Teachers	8/21/2007	6/05/2008	Continuous Improvement Model	0
Implement Title 1 Parent Orientation as evidence by parent participation rosters.	Principal; Community Involvement Specialist; PTA	8/15/2007	9/06/2008	Exchange Meaningful Information	0
Provide workshops, activities, and the Parent Academy to empower parents with the skills needed to assist students with home learning activities as evidenced by parent participation rosters.	Principal; Assistant Principal of Curriculum; Assistant Principal of Community School; Reading Coach; Lead Teachers; Classroom Teachers; Classroom Teachers	8/15/2007	2/01/2008	Diversity & Educational Equity	3000
Organize Family Literacy Nights on a quarterly basis to involve families in literacy activities as evidenced by student/parent participation rosters.	Principal; Assistant Principal of Community School; Reading Coach; Community Involvement Specialist	9/21/2007	6/05/2008	Education Innovation	4000
Conduct Family Night to exhibit Science/Inventors' Fair Projects and Student Authors as evidenced by student/parent participation rosters.	Principal; Assistant Principal of Curriculum; Assistant Principal of Community School; Community Involvement Specialist; PTA	4/06/2008	5/30/2008	Education Innovation	0
Conduct Family Nights to exhibit art, music, theater, and photography projects and programs as evidenced by student/parent participation rosters.	Principal; Assistant Principal of Curriculum; Assistant Principal of Community School; Community Involvement Specialist; Classroom Teachers	11/15/2007	6/05/2008	Academic Enrichment Opportunities	1000

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs.

Professional Development

Family Literacy Workshops; Parent Portal

Evaluation

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

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

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Discipline & Safety Statement

Promote and maintain a safe learning environment.

Needs Assessment

In the 2006-2007 school year, a total of three safe school initiatives were implemented, specifically Bullying and two internet safety programs (PAWS and Safety Net). In an effort to increase student safety and promote a safe learning environment, the number of safe school initiatives will increase by one.

Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, the number of student safety programs will increase by one when compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review, implement, and adhere to the Miami-Dade County Public Schools' Code of Student Conduct as evidenced by the opening of school agenda.	Principal; Assistant Principals; Classroom Teachers; Parents	8/20/2007	6/05/2008	Improve Public Perception	0
Conduct individual preventative counseling sessions focusing on non-violent approaches to solving issues, dealing with peer pressure, and making good choices as evidenced by Student Service Reports.	Principal; Assistant Principal; School Counselors	8/20/2007	6/05/2008	Truancy Prevention	0
Conduct motivational programs such as "Do The Right Thing" and "Caught Doing Good" to emphasize good citizenship as evidenced by monthly nomination forms.	Principal; Assistant Principals; School Counselors; Classroom Teachers	8/20/2007	6/05/2008	Truancy Prevention	0
Implement an "Anti-Bullying Program" designed to decrease school-wide incidents of bullying across all grade levels.	Principal; Assistant Principal; School Counselors	11/20/2007	1/19/2008	Truancy Prevention	0
Conduct safety programs such as DARE, MySpace Awareness (Internet safety), and Save a Life Foundation as evidenced by participation logs.	Principal; Assistant Principals; School Guidance Counselors; Police Officers; Firefighters	9/05/2007	6/05/2008	Safe and High-quality Facilities	0

Research-Based Programs

Not applicable.

Professional Development

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

Evaluation

The objective will be evaluated by the number student safety programs implemented during the 2007-2008 school year.

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

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

Technology Statement

Increase technology skills for all students.

Needs Assessment

The need to design technology-based curriculum and integrate it into the classroom learning environment is essential in our current technological world. The school's vision is to develop citizens of the world where bi-literate communication and technology are integrated components providing our stakeholders with the tools for success in our global society. The goal is to lead more engaging technology-enhanced lessons for students, resulting in improved student achievement. During the 2007-2008 school year, 51% of our faculty used and/or designed technology projects to enhance classroom instructional focus.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate software such as BrainPop to enhance the presentation and acquisition of content curriculum as evidenced by weekly lesson plans.	Principal; Assistant Principal of Curriculum; Technology Specialist; Classroom Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide user friendly and teacher specific programs for easier input and design of teacher-developed software as evidenced by teacher-designed, technology-based curriculum lessons.	Principal; Assistant Principal of Curriculum; Technology Specialist	8/20/2007	6/05/2008	Education Innovation	2100
Provide software and equipment for implementation of innovative technology-enhanced instruction in the classroom environment.	Principal; Assistant Principal of Curriculum; Technology Specialist	8/20/2007	6/05/2008	Education Innovation	2100
Provide training for teachers on the development of integrated lessons as evidenced by workshop rosters.	Principal; Assistant Principal of Curriculum; Technology Specialist	9/13/2007	6/05/2008	Academic Enrichment Opportunities	3000
Provide training on teacher-designed WebQuest curriculum to enhance inquiry-based learning and to stimulate the learners' thinking at the levels of analysis, synthesis, and evaluation as evidenced by teacher-developed web-based projects.	Principal; Assistant Principal of Curriculum; Technology Specialist; Media Specialist; Classroom Teachers	08/20/2007	6/05/2008	Education Innovation	9500
Utilize inquiry-based software lessons and projects in a dual-language format whereby students can use their research and problem-solving skills as evidenced in weekly lesson plans.	Principal; Assistant Principal of Curriculum; Technology Specialist; Classroom Teacher	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide training on the usage and data analysis components of specific instructional software including Riverdeep and FCAT Explorer as evidenced by teacher-created lesson plans, artifacts, and student artifacts.	Principal; Assistant Principal for Curriculum; Technology Specialist; Classroom Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

Core Program: National Educational Technology Standards (NETS)

Professional Development

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

Evaluation

The objective will be evaluated by the increase in the percent of teachers who design and incorporate technology into their curriculum as compared to the 2006-2007 school year.

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

Health & Physical Fitness Statement

All students in grades 4-5 will improve their health and physical fitness.

Needs Assessment

Results from the physical fitness 2006-2007 FITNESSGRAM, a health related fitness test, indicates that 50% of the students in grades four and five adequately performed on the Miami-Dade County FITNESSGRAM.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage students in physical fitness activities as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals; Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Integrate monthly physical fitness related article summaries in order to address physical education action plan across the curriculum as evidenced by the teachers' gradebooks.	Principal; Assistant Principals; Physical Education Teachers	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Implement Fitnessgram that will measure student/school improvement and physical progress as evidenced by results.	Assistant Principal; Physical Education Teachers	9/04/2007	4/11/2008	Healthcare & Healthy Choices	0
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plans.	Principal; Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	6000
Select activities specifically related to assessment component items, which would enhance specificity as evidenced by weekly instructional lessons plans.	Principal; Physical Education Teachers	08/20/2007	06/05/2008	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Cardiovascular training

Evaluation

The objective will be evaluated using the results from the 2008 Miami-Dade County FITNESSGRAM. Physical Education teachers' lesson plans will reflect the implementation of strategies.

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

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Electives & Special Areas Statement

All students in grade 2-8 enrolled in fine art and music classes will improve their art and music appreciation skills.

Needs Assessment

The 2006-2007 art and musical performance attendance logs indicated that 24% of students in grades two through seven participated in school-wide performances.

Measurable Objective

Given the need to develop music appreciation and opportunities to perform, the number of students participating in the art and musical performances in grades two through eight will increase by 5 percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate cooperative learning, critical thinking skills, art and music appreciation, and art and musical skills into lesson plans as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal of Curriculum; Art Teachers; Music Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Select students in grades four, five, six, seven, and eight to participate in our Violin Program as evidenced by attendance rosters.	Principal; Assistant Principal; Music Teachers	8/27/2007	6/05/2008	Academic Enrichment Opportunities	0
Select students in grades four, five, six, seven, and eight to participate in our Latin Jazz Band as evidenced by attendance rosters.	Principal; Assistant Principal; Music Teacher	8/27/2007	6/05/2008	Education Innovation	0
Develop creative thinking by having students write musical notation as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal; Music Teachers	8/20/2007	6/05/2008	Education Innovation	0
Engage students in designing various art forms and crafts integrated into the CORE Knowledge Curriculum as evidenced by weekly lesson plans.	Principal; Assistant Principal; Art Teachers	9/04/2007	6/05/2008	Education Innovation	3000
Conduct and attend, both on and off school site, art, musical, debate, and theatrical performances that enhance appreciation of the arts as evidenced by art, music, and theatrical programs.	Principal; Assistant Principals; Art, Music, and Drama Teachers	10/18/2007	6/05/2008	Education Innovation	0
Develop creative thinking by having students design art work depicting various styles as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal; Art Teachers	8/20/2007	6/05/2008	Diversity & Educational Equity	0

Research-Based Programs

Not Applicable

Professional Development

Project CRISS

Evaluation

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

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

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

Return On Investment Statement

Demonstrate efforts to improve student performance in a fiscally efficient manner.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2004-225, Coral Way K-8 Center ranked at the 70th percentile on the State of Florida ROI index.

Measurable Objective

Coral Way K-8 Center will improve on the State of Florida ROI index publication from the 70th percentile in 2004-2005 to the 71st percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development on the use of financial resources and management in relation to school programs.	Principal; Assistant Principals	8/20/2007	6/05/2008	Business Process Redesign	0
Share the use of facilities while partnering with community agencies.	Principal; Assistant Principals	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Reconfigure the existing resources to take advantage of a broader resource base (e.g. private foundation, volunteer networks).	Principal; Assistant Principals	8/20/2007	6/05/2008	Business Process Redesign	0
Reallocate resources to better implement teaching, learning, and class size mandates.	Principal; Assistant Principals	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Finance

Evaluation

On the next State of Florida ROI index publication, Coral Way K-8 Center will show progress toward reaching the 71st percentile.

EESAC Compliance

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 reviewed the budget for the 2007-2008 school year and has made adjustments and recommendations based on the expenditures and the programmatic needs of the school as it relates to the School Improvement Plan.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC provides incentive programs that reward student performances.

Benchmarking:

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

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	28750
Mathematics	49400
Writing	7000
Science	10500
Parental Involvement	8000
Discipline & Safety	0
Technology	16700
Health & Physical Fitness	6000
Electives & Special Areas	3000
Return On Investment	0
Total	129350



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