

Coral Terrace Elementary School



2015-16 School Improvement Plan

Coral Terrace Elementary School

6801 SW 24TH ST, Miami, FL 33155

<http://cte.dadeschools.net>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

91%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	C	B	A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Coral Terrace Elementary School will provide students with the essential skills necessary to perform on or above grade level in order to achieve academic excellence, while continuing to foster responsible citizens for our community.

Provide the school's vision statement

The Coral Terrace Elementary team is committed to providing an environment where our students' needs, academically, emotionally, and socially are the driving force for all decisions.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Coral Terrace Elementary School the predominant culture is Hispanic. Many of our families come from various Hispanic backgrounds. These cultures are embraced by teachers and the faculty and taught through lessons using a multidisciplinary approach. Throughout the month of October our school also celebrates Hispanic Heritage Month and teachers work alongside parents to expose students to the various Hispanic cultures which surround us. In addition, teachers also plan Social Science lessons throughout the school year which expose students to the vast cultures in our world. This exposure contributes to our school's goal where global learning is at the forefront.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Coral Terrace Elementary School we have worked collaboratively in creating and implementing a Behavior Management System. Through this process we have developed rules for all stakeholders to follow. We have identified a system where parents, teachers, and students can all have a role in creating a safe and respectable learning environment for all of our students. In addition, our school implements monthly Core Values where character building is consistently reinforced through our BEE program.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Coral Terrace Elementary School the Behavior Management System in place identifies clear protocols to follow. There are clear and specific school wide rules for all stakeholders. Throughout the year this system is reviewed and revised as needed in order to meet the needs of our students.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Coral Terrace Elementary School our school counselor has an open communication policy with our teachers. Teachers can communicate the emotional concerns of their students at anytime. Our counselor conducts group, as well as, individual counseling sessions with our students as needed.

Additionally, our school collaborates with various community agencies to provide resources to further assist our students and their families.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Coral Terrace Elementary School has identified several warning systems. Action Steps have been put in place to ensure that we are meeting the needs of every student. Attendance reports are monitored on a daily basis and an attendance support personnel has been identified to monitor students' attendance and tardiness to school. Students scoring below the 25% in SAT-10 and in the red through the iReady Diagnostic Assessments are placed in Tier 2 interventions with monthly ongoing progress monitoring. Students not making adequate progress at Tier 2, are then referred School Support Team and provided Tier 3 Intensive Interventions.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	4	6	3	4	2	26
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	5	6	4	17	6	5	43
Level 1 on statewide assessment	0	0	0	36	21	24	81

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students with three or more absences, those with two or more referrals and those who in red through iReady Reading or Math are monitored throughout the school year. Students are placed in interventions for Reading through the WonderWorks program. Communication between students, teachers, and parents are established via conferences to ensure students are making progress. Students are referred to the School Support Team to provide students services as needed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Coral Terrace Elementary School has reached out and secured several Dade Partners. Our school meets with these partners at the beginning of each school year and creates a needs assessment breakdown. The school also creates an activities calendar and shares them with our Dade Partners on a monthly basis. Contact persons are also identified in order to keep a clear line of communication between the school and the partnering organization.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Ravelo, Eva	Principal
Faraldo-Padron, Vanessa	Assistant Principal
Simmons, Kimberly	Instructional Coach
Garcia, Elizabeth	Teacher, ESE
Massa, Margarita	Psychologist
Wilcox, Jaqueline	Teacher, K-12
Fleites, Vivian	Teacher, K-12
Alvarez, Irving	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: The Principal will ensure that the school-based team implements MTSS/Rtl, conducts assessments of MTSS/Rtl skills of school staff, and provides a common vision for the use of data-based decision-making. The Principal will also communicate school-based MTSS/Rtl strategies and activities to parents and ensure staff professional development to support MTSS/Rtl implementation.
Assistant Principal: The assistant principal will monitor school-based MTSS/Rtl implementation. The Assistant Principal will meet with the MTSS/Rtl team to analyze data and target specific areas for improvement. The Assistant Principal will ensure that "at-risk" students are identified and appropriate intervention strategies are utilized with fidelity.
Grade Level Chairpersons: Grade Level Chairpersons will serve as liaisons in the delivery of instruction/interventions to Tier 1 students, collaborate with other staff to implement Tier 2 interventions, and incorporate Tier 1 instruction with Tier 2/3 activities. They will participate in the analysis of data and ensure the implementation of differentiated instruction to meet the individual needs of the students.
Exceptional Student Education Teachers: Participate in data collection and identification of specific strategies targeting areas in need of improvement, integrating core instructional activities/materials

into Tier 3 instruction, and collaborate with general education teachers to meet the academic needs of the students.

Reading Coach: The Reading Coach will assist in the design, implementation, and analysis of data collection for progress monitoring. The Reading Coach will identify student needs and work with district personnel to provide appropriate, evidence-based interventions. The Reading Coach will assist with whole school screening programs to provide timely and consistent interventions to children considered to be “at risk”. Designs and provides professional development as well as support for assessment and implementation monitoring.

School Psychologist: Our school psychologist provides support for intervention fidelity and documentation. Participates in the interpretation, collection and analysis of data. Participates in program evaluation and data-based decision making activities.

School Counselor: Our school counselor is involved with the identification and referral of “at risk” students and provides expertise on issues ranging from program design to assessment and intervention with individual students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl team will meet with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The team helps set clear expectations for instruction and implementation of Florida’s Continuous Improvement Model and facilitated the development of a systematic approach to teaching.

Coral Terrace Elementary School faculty and staff work to ensure that students requiring remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III

Coral Terrace Elementary will use District supplemental funds for improving basic education as follows:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at Coral Terrace Elementary School focusing on Professional Learning Community (PLC) development and facilitation, as well as, Lesson Study Group implementation and protocols.

Title X- Homeless

Title III funds will provide a Tutoring Academy for English Language Learners. Students participating in this program will have access to home-language tutorial programs after school in Reading and Mathematics. The school will also provide parent outreach opportunities in order for parents to help the academic achievement of their children in their home language.

Supplemental Academic Instruction (SAI)

Coral Terrace Elementary will receive funding from Supplemental Academic Instruction (SAI) as part

of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Coral Terrace Elementary school counselor will implement the Violence Prevention Education Program to minimize bullying, and teach conflict resolution skills to students school wide.

Nutrition Programs

The Children's Trust has provided a full-time nurse and clinic on-site for the 2015-2016 school-year. The nurse will provide support and assistance to all students enrolled at the school, provide informational services to parents, as well as, organize a school-wide "Health Fair".

1) Coral Terrace Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) Coral Terrace Elementary's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Coral Terrace Elementary's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parents surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 04-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 04-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in Coral Terrace Elementary "homeless situations" as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

Coral Terrace Elementary receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries,

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Eva N.Ravelo	Principal
Kimberly Simmons	Teacher
Judith White	Teacher
Deborah Feria	Teacher
Vivian Fleites	Teacher
Jose Caraballo	Education Support Employee
Orlando Sosa	Parent
Eli Solis	Parent
Caridad Sosa	Parent
Orlando Arronte	Parent
Elizabeth Sosa	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council meets on a monthly basis with teachers, parents/guardians, students, and community liaisons to make decisions that effect instruction and delivery of programs at Coral Terrace Elementary. The SAC reviews and evaluates the strategies listed on the School Improvement Plan. The SAC also makes decisions on how funds will be allocated at the school site.

Development of this school improvement plan

The EESAC Committee is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level/department on the End of Year SIP Recommendations/Review. Once the School Improvement Plan is drafted by the SIP Writing Team, the EESAC Committee carefully reviews the document and makes suggestions to the SIP Writing Team. The SIP is once again reviewed and approved by the EESAC Committee and implemented school wide.

Preparation of the school's annual budget and plan

The School Advisory Council reviews the annual budget and discusses ways to allocate funds. Funds are allocated based on immediate needs that benefit all students and impacts student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC had about \$4,000.00 in its account from last year. The committee allocated a budget of about \$3,400.00 to purchase toner for instructional personnel to use for printing purposes.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ravelo, Eva	Principal
Faraldo-Padron, Vanessa	Assistant Principal
Bello, Susana	Teacher, K-12
Esquenazi, Yvonne	Teacher, K-12
Feria-Vollmer, Debbie	Teacher, K-12
Garcia, Elizabeth	Teacher, K-12
Simmons, Kimberly	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will include monthly vertical team articulation to decrease learning gaps, closer monitoring of Differentiated Instructional routines, and increasing the fidelity of the IReady Program. In addition, this school year the LLT will focus on supporting teachers in planning effectively rigorous lessons. An emphasis in Writing throughout the curriculum will also be addressed.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At Coral Terrace Elementary School our leadership team works cooperatively to build schedules which will maximize instructional time for students, while ensuring all grade level teachers have ample time for collaborative planning time.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal will utilize the following strategies to recruit and retain a highly qualified staff:

1. Outreach to local colleges and universities
2. Support through professional development in all subject areas
3. Access to mentor teachers and collaboration with colleagues through learning communities

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Coral Terrace Elementary does not have beginning teachers. However, we do have teachers who are new to a grade level and/or department. Therefore, every grade level chairperson meets weekly with their department/grade level. This enables teachers to plan together and support their curriculum through interdisciplinary lessons. In addition, professional development courses are offered in house in order for teachers to gather additional resources to increase the effectiveness of their lesson delivery.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Coral Terrace Elementary's instructional programs and materials are aligned to the Florida Standards using District Pacing Guides as the instructional focus. District adopted instructional materials are being used by our school. In addition, the instructional technology software programs used at Coral Terrace Elementary are also aligned with the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Coral Terrace Elementary School provides students with differentiated instruction in the English Language Arts and Mathematics blocks through the use of data driven instruction. Teachers and the Leadership Team meet to review classroom, district and state assessments to determine needs and individualize instruction. Students working at or above grade level receive enrichment activities to support continued high academic achievement. Students working below grade level receive additional support through pull out intervention programs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

We have requested funds through the Title III program to begin an after school tutoring program targeting English Language Learners in grades 3-5th grades. Lessons will focus on Reading and Mathematics utilizing the Florida Standards.

Strategy Rationale

English Language Learners need additional support as they work to become proficient in spoken and written English.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Faraldo-Padron, Vanessa , vfaraldo@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pre-test and a post-test will be administered in order to determine learning gains and effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists Coral Terrace Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Coral Terrace Elementary School will assess all Kindergarten students upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with teacher-made informal tests within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Teacher-made informal assessments are also used to assess academic, emotional and social readiness.

Screening data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Vertical planning sessions also take place every April within each school year. This type of planning allows teachers from K-5 grade to discuss the necessary skills to be reinforced the last month of school. Teachers also prepare summer practice packets in order to have students practice the necessary skills to be better prepared for the upcoming grade level.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Coral Terrace Elementary school will increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Coral Terrace Elementary school will increase student achievement by improving core instruction in all content areas. 1a

G067755

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - SWD	
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	92.0
AMO Math - All Students	
Math Gains	78.0
Math Lowest 25% Gains	81.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Reading Coach, Professional Development Liasion, Math Liasion, Science Liasion, District Pacing guides, McGraw Hill Wonders Reading Series, My On Reader, iReady, HM Go Math Series, computer lab, manipulative kits. promethean boards, Discovery Education, GIZMOS, Scott Foresman Science Series with classroom kits, Essential Lab, MAFS Item Specifications, LAFS Item Specifications, classroom computers, Think Central, Professional Development.

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of differentiated instruction in all subject areas.

Plan to Monitor Progress Toward G1. 8

Following the FCIM, Differentiated Instruction will be adjusted as needed following monthly review of iReady reports.

Person Responsible

Vanessa Faraldo-Padron

Schedule

Monthly, from 10/12/2015 to 6/9/2016

Evidence of Completion

Data from iReady reports will be monitored and disaggregated.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Coral Terrace Elementary school will increase student achievement by improving core instruction in all content areas. **1**

 G067755

G1.B3 Inconsistent use of differentiated instruction in all subject areas. **2**

 B175527

G1.B3.S1 Effective Planning for Differentiated Instruction **4**

 S189540

Strategy Rationale

Plan for and deliver differentiated instruction that is based on student specific needs and/or specific weak course benchmarks. Students will experience and master course content and skills, as a result of purposeful, and needs specific instructional activities. Teachers will use student data to ascertain strengths and weaknesses to identify clear and accessible lessons to close student gaps.

Action Step 1 **5**

Provide teachers with opportunities to visit model DI classrooms

Person Responsible

Vanessa Faraldo-Padron

Schedule

Biweekly, from 10/12/2015 to 12/18/2015

Evidence of Completion

Differentiated Instruction RED folders

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom Walkthroughs will be conducted in order to review DI folders

Person Responsible

Vanessa Faraldo-Padron

Schedule

Weekly, from 10/12/2015 to 12/18/2015

Evidence of Completion

Administration will check activities in student DI folders and keep an implementation log.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers will analyze student data from iReady reports.

Person Responsible

Vanessa Faraldo-Padron

Schedule

On 6/9/2016

Evidence of Completion

Student Data reports for iReady will be collected monthly in order to monitor student progress.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Provide teachers with opportunities to visit model DI classrooms	Faraldo-Padron, Vanessa	10/12/2015	Differentiated Instruction RED folders	12/18/2015 biweekly
G1.MA1	Following the FCIM, Differentiated Instruction will be adjusted as needed following monthly review of iReady reports.	Faraldo-Padron, Vanessa	10/12/2015	Data from iReady reports will be monitored and disaggregated.	6/9/2016 monthly
G1.B3.S1.MA1	Teachers will analyze student data from iReady reports.	Faraldo-Padron, Vanessa	10/12/2015	Student Data reports for iReady will be collected monthly in order to monitor student progress.	6/9/2016 one-time
G1.B3.S1.MA1	Classroom Walkthroughs will be conducted in order to review DI folders	Faraldo-Padron, Vanessa	10/12/2015	Administration will check activities in student DI folders and keep an implementation log.	12/18/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B3.S1.A1	Provide teachers with opportunities to visit model DI classrooms	\$0.00
			Total: \$0.00