

Miami-Dade County Public Schools

Coral Terrace Elementary School



2016-17 School Improvement Plan

Coral Terrace Elementary School

6801 SW 24TH ST, Miami, FL 33155

<http://cte.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2015-16 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p style="text-align: center;">94%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2015-16 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">98%</p>

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	A	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 or B 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-D 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southeast	Gayle Sitter
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 and community members 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.

b. 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 lessons and activities in the classroom are reinforced. Our school counselor works collaboratively with our staff in order to create a safe and positive learning environment for all of our students.

c. 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.

d. 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.

3. 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).

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	7	4	6	3	4	2	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	6	4	17	6	5	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	36	21	24	0	0	0	0	0	0	0	81

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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.

2. 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,

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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
Caridad Sosa	Parent
Orlando Arronte	Parent
Jacqueline Morrison-Wilcox	Teacher
Analeslie Rodriguez	Teacher
Nivov Wilcox	Parent
Elsa Caraballo	Business/Community
Ana Ciura	Teacher
Irving Diaz	Education Support Employee
Daniel Pardo	Parent
Ana Cabrera	Parent
Nelson Dominguez	Student
Fabio Insua	Student
Elsa Caraballo	Business/Community
Juan Martinez	Business/Community

b. Duties

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

a. 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.

b. 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.

c. 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.

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

last year the SAC had about \$4,000.00 in its account, the committee allocated a budget of about \$3,400.00 to purchase toner for instructional personnel to use for printing purposes. This year the SAC budget is \$2,168 and has allocated the funds to order toner in order for teachers to have the ability to print needed reports and instructional materials.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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
Wilcox, Jaqueline	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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 using the district developed Pacing Guides. An emphasis in Writing throughout the curriculum will also be addressed.

D. 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).

1. 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 with staff to develop a needs assessment survey in order to prioritize our school's goals for the coming year. We also create

professional development opportunities in house which can benefit our students and teacher's individual professional plans. The team also works diligently to maximize instructional time for students, while ensuring all grade level teachers have ample time for collaborative planning time.

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Our school will continue to provide professional development opportunities to our instructional staff focusing on the Florida Standards and utilizing the district's pacing guides to guide instruction.

b. Instructional Strategies

1. 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 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.

2. 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 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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

G082374

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

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in Instructional Delivery

Resources Available to Support the Goal 2

- Reading Coach, Professional Development Liasion, Math Liasion, Science Liasion, Reading Coach, District Pacing guides, McGraw Hill Wonders Reading Series, My On Reader, iReady, HM Go Math Series, computer lab, manipulative kits. promethean boards, Discovery Education, Reflex Math, Scott Foresman Science Series with classroom kits, Essential Lab, MAFS Item Specifications, LAFS Item Specifications, classroom computers, Think Central, Professional Development, G2D, Imagine Learning, JJ BootCamp Science Materials.

Plan to Monitor Progress Toward G1. 8

Following the FCIM, professional developments will be offered as needed following monthly review of G2D and iReady reports.

Person Responsible

Vanessa Faraldo-Padron

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data from G2D and 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. If core instruction is increased in all content areas then student achievement will improve. **1**

 G082374

G1.B1 Lack of rigor in Instructional Delivery **2**

 B218069

G1.B1.S1 Professional Development opportunities will be provided to all instructional personnel focused on increasing Rigor throughout instruction. **4**

 S230327

Strategy Rationale

A collaborative effort is needed on how to assist in created rigorous lessons to increase student achievement and increase mastery in state assessment.

Action Step 1 **5**

Collaborative Planning

Person Responsible

Vanessa Faraldo-Padron

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans, grade level sign in sheets, teacher schedules

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Walkthroughs, Meeting Sign in Sheets

Person Responsible

Vanessa Faraldo-Padron

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Meeting Sign in Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

G2D Assessments and reports will be used.

Person Responsible

Vanessa Faraldo-Padron

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

G2D Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1 M296186	Following the FCIM, professional developments will be offered as needed following monthly review of...	Faraldo-Padron, Vanessa	8/22/2016	Data from G2D and iReady reports will be monitored and disaggregated.	6/8/2017 monthly
G1.B1.S1.MA1 M297925	G2D Assessments and reports will be used.	Faraldo-Padron, Vanessa	8/22/2016	G2D Reports	6/8/2017 biweekly
G1.B1.S1.MA1 M297924	Classroom Walkthroughs, Meeting Sign in Sheets	Faraldo-Padron, Vanessa	8/22/2016	Meeting Sign in Sheets	6/8/2017 biweekly
G1.B1.S1.A1 A295144	Collaborative Planning	Faraldo-Padron, Vanessa	8/22/2016	Lesson plans, grade level sign in sheets, teacher schedules	6/8/2017 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Lack of rigor in Instructional Delivery

G1.B1.S1 Professional Development opportunities will be provided to all instructional personnel focused on increasing Rigor throughout instruction.

PD Opportunity 1

Collaborative Planning

Facilitator

Vanessa Faraldo-Padron

Participants

Instructional Staff at Coral Terrace Elementary

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	Collaborative Planning	\$0.00
Total:			\$0.00