Miami-Dade County Public Schools

Coral Reef Elementary School

2016-17 Schoolwide Improvement Plan

Coral Reef Elementary School

7955 SW 152ND ST, Palmetto Bay, FL 33157

http://coralreefe.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

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

*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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Coral Reef Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Coral Reef Elementary strives to meet every child's educational needs while maintaining high expectations. This is achieved by providing various opportunities for the school to learn about students' cultures, hence building relationships between teachers and students. Community involvement activities include Parent/Teacher conferences, Meet & Greet sessions, Open House, Reading Night at The Reef, Fall Hoe Down, Grandparents Night, Multicultural Celebrations, after-school dances, Spring Fun Fair and Eat Lunch With Your Child Day. Through these events, the community interacts on a social and emotional level, which in turn promotes a deeper understanding of students' similarities and differences.

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

Coral Reef Elementary is dedicated to creating an environment where students feel safe and respected by providing a range of programs to address their needs. The school's academic programs currently include Full-Time Gifted classes, Autistic Spectrum Disorder units, Specific Learning Disabilities programs, Extended Foreign Language (EFL), and College Preparation Classes.
The school also offers a variety of liberal arts programs after school to appeal to various student groups such as; Art Appreciation, Chorus, Drama, Knitting & Crochet, Youth Crime Watch, Robotics, Cheerleading, Legos, and Math & Science. Fifth grade students participate in Future Educators of America (FEA) Club and in the Safety Patrol Committee. Furthermore, character education is implemented school wide to promote respect, honesty, trust, citizenship and cooperation.

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.

We believe the school community, including students, parents, teachers, administration and others, must work together to create and maintain a safe, orderly, respectful, and supportive environment that promotes teaching and learning.

In order to foster an educational environment conducive to learning and mutual respect, clear and appropriate standards for student behavior must be established. With positive support, we can work together to help students develop positive interpersonal relationships and respect for one another's right to learn in an orderly school environment.

The classroom teacher is primarily responsible for communicating and maintaining behavior in the classroom at all times. However, it is the function of all staff members to assist in performing this responsibility. All faculty and staff will help in implementing the school wide discipline plan by enforcing the rules.

1. Teachers will enforce the school-wide discipline plan by:
-Having high expectations of students
-Posting expectations in the classroom (Have a class meeting to engage the students in setting the expectations)
-Reviewing expectations with the class regularly
-Include school-wide discipline plan in substitute plans

2. Establishing classroom routines/procedures for the following:
-Arrival
-Entering the classroom
-Lining up
-Transitioning from one activity to another
-Walking through the hallways
-Going to the restroom
-Dismissal

Interventions MUST be systematically exhausted by the teacher PRIOR to submitting routine referrals (passive behaviors) to an administrator:
1. Verbal reprimand
2. Rearrange seating assignments if necessary
3. Time-out area within the classroom or in another teacher's room
4. Student/teacher conference
5. Parent contact (MANDATORY) when academic and/or social behavior problems exist
6. Student contracts
7. Parent conferences (MANDATORY) for persistent disruptive and/or academic behavior problems
8. Referral to guidance counselor *
9. Conference with parent/student/teacher/guidance counselor*
*Must have established a minimum of 2 successful parent conferences prior to this level

Students who meet the expectations are recognized in several ways such as:
-Brio's Student of the Week
-Monthly newsletters
-Closed circuit television messages
-Presentations
- Award Assemblies
-Do the Right Thing Program.

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.

The staff at Coral Reef Elementary School ensures the social-emotional needs of all students are being met in order to achieve a supportive school environment. The school administration is highly visible during the arrival of students in the morning, through classrooms walkthroughs and during the safe dismissal of students each day, to monitor their social-emotional well-being and safety. The

school counselor provides classroom lessons, group sessions, and individual counseling for students. In addition, mentoring is available through the Listeners Oyentes program. Furthermore, daily reading intervention is provided by teachers to students in need of academic remediation.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Disengagement of students in elementary school may be precursors to dropping out if not addressed in a timely fashion. This can be monitored when students fail to become involved in either the academic or the social aspects of school. Poor performance on assignments, misbehavior, failure to do homework, and lack of participation in extracurricular activities are all signs of disengagement, which often leads to frequent absences, and/or retention in grade.

The school monitors early warning sign by providing counseling and support to students:
Attendance is being targeted with students who have five or more absences. Students are being referred to school counselor, administrator and school social workers.
Students who demonstrate continuous disruptive behavior are referred for counseling.
Students who have been retained are receiving intensive instruction in the areas of reading, mathematics and/or science.
Students that scored a Level 1 on the statewide standardized assessment are receiving intensive instruction during the school day.

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	8	9	7	2	2	1	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	2	4	6	2	2	6	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	2	12	13	0	2	34	0	0	0	0	0	0	0	63

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.

The school integrates both academic and behavior supports to assist students identified by the early warning system. Response to Intervention(RtI) programs provides an opportunity to effectively and efficiently combine academic and behavior systems into an integrated school-wide system of supports for students. Students who struggle with academics receive Intervention on a daily basis, and students with behavior/attendance issues receive counseling.

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?

No

1. PIP Link

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

2. Description

A review of the 2015-2016 Annual Activities Calendar indicates that there were 23 parent engagement opportunities offered in the school year. Our goal is to increase this number over this school year. Administrators, teachers, and support staff strive to develop effective partnerships with families to create a school environment that welcomes parents and encourages them to raise questions and voice their concerns as well as to participate appropriately in decision making. School staff also provides parents with the information and training to learn about how technology can be used to enhance learning with their children, how to monitor their progress through the Parent/ Student Portal, and how to infuse the Language Arts and Mathematics Florida Standards in real life situations. Parents are encouraged to become involved and are invited to participate in their children's learning.

A review of the 2015-16 Parent Volunteer Logs indicates that there were 705 parents (84%) in attendance at parent engagement opportunities. Our goal is to increase parental engagement to 85%. Our challenge has been the lack of participation in school wide activities by parents of students living out-of area (School of Choice or McKay Scholarship Transfers). Our strategy is to provide more activities that target various cultural groups to increase participation in school events. Contact will be made via the Coral Reef Elementary text notifications, the school website, Connect Ed phone/email messages, online weekly updates, monthly event calendars and classroom incentives to inform stakeholders of upcoming events. Administration will review Teacher Logs and PTA sign-in sheets to determine number of parents attending school events.

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.

The school builds and sustains partnerships with the local community in order to better support the school and student achievement. Diverse events are coordinated to ensure appropriate use of resources from local communities. First, parents are encouraged to use their business connections and skills to support the school. In addition, business partners plan collaboratively to focus their energies and resources on strategies that will raise student achievement such as rewards and incentives for good behavior/academic performance.

Furthermore, the school has developed a PR program with local community papers to inform the neighborhood about innovative and successful school programs or awards. Local businesses also assist in projects such as beautification, fundraising activities, college fairs, charity opportunities, Career Day and Reading Chains.

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
Guerra, Christina	Principal
Pierre-Louis, Rachel	Assistant Principal
Bienes, Joanne	Teacher, K-12
Blanco, Carolina	Teacher, K-12
Sirota, Susan	School Counselor
Fierro, Kelley	Teacher, K-12
Castel, Deborah	Teacher, K-12
Marquez, Adrianna	Teacher, K-12
Leone, Desiree	Teacher, K-12
Barrios, Dayanara	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.

The school-based leadership team will collaborate closely to ensure the successful implementation of the MTSS/RtI and the SIP for each Tier of Instruction: Tier 1
- Christina Guerra, Principal, will ensure follow up of action steps and allocate resources.
-Rachel Pierre-Louis, Assistant Principal, will monitor students' progress and supervise the RtI process.
- Joanne Bienes, Bilingual Chair/Reading Instructional Liaison, will assist in gathering data and monitoring of intervention program. She will keep teachers abreast of information to maintain a successful
Reading program.
-Desiree Leone and Dayanara Barrios, Math Instructional Liaisons, will monitor and provide information to all teachers in order to implement a successful Math Program.
-Kelley Fierro and Adrianna Marquez, Science Instructional Liaisons, will monitor and provide information to all teachers in order to implement a successful Science Program.
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention
efforts:
- Rachel Pierre-Louis, Assistant Principal, will meet with teachers to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
-Joanne Hesser, School Psychologist, will meet with Assistant Principal and SPED Chair regularly to devise strategies for students who are not responding to intervention.
Other teachers and staff will be involved when needed to provide information or revise efforts based on
specific problems or concerns as warranted, such as:
-Deborah Castel, SPED Chair/Teacher will act as the Behavior Specialist when appropriate.
- Susan Sirota, School counselor, will meet with students to address emotional needs.

-Joanne Hesser, School psychologist, will review intervention data and move students to Tier 3 as needed.

Tier 3 SST
The following members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3
SST Problem Solving Team.
-Rachel Pierre-Louis, Assistant Principal, coordinates SSTs for students moving to Tier 3.
-Deborah Castel, SPED Chair/Teacher, will provide strategies and coordinate the transition of students in need of Tier 3 Intervention.
-Joanne Hesser, School psychologist, examines data and conducts observations for students who continue to struggle after receiving targeted intervention.

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 Leadership Team uses a Tiered approach to the Problem Solving process, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year: Tier 1 is the first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The MTSS Team will monitor student progress by:

1 Holding regular team meetings where problem solving is the sole focus.
2 Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3 Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4 Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5 Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6 Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7 Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM. Tier 2, the second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1 Review OPM data for intervention groups to evaluate group and individual student response.
2 Support interventions where there is not an overall positive group response
3 Select students (see SST guidelines) for SST Tier 3 intervention. The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored utilizing the MTSS Tier 1 worksheets three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times

per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress of students across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grade performance and student engagement.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Christina Guerra	Principal
Martha Vera-Llano	Teacher
John Roques	Teacher
Carolina Blanco	Teacher
Tracy Rosner	Teacher
Mayra Perez	Teacher
Alejandro Selva	Student
Marcia Castro	Education Support Employee
Heather Almaguer	Parent
Jessica Mirzoyan	Parent
Michelle Quirk	Parent
Ana Enriques	Parent
Gianna Reyes	Business/Community
Danny Alonso	Business/Community
Tania Marrero	Parent
Andrea Peters	Teacher
Katie Butler	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

All stakeholders on the EESAC were diligent in assisting in the preparation and evaluation of the School Improvement Plan (SIP) last year. The EESAC reviewed regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments. They effectively addressed all state and district goals and were efficient in reviewing the SIP periodically and amend it, as needed. The EESAC gave the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review.

b. Development of this school improvement plan

The EESAC is actively assisting in the preparation, implementation, and evaluation of the School Improvement Plan (SIP). It brings together all stakeholders and involves them in an authentic role in decisions which affect instruction and the delivery of programs. Some of these decisions are recommendations for staff development opportunities, the purchase of additional instructional materials to support student achievement, and the purchase of additional technology programs and hardware.

In addition to addressing issues relative to core academic areas (Reading, Mathematics, Writing, and Science) on the SIP, the EESAC is also involved in the areas of parental involvement, suspensions, and attendance, along with budget, staffing, and student support services.

c. Preparation of the school's annual budget and plan

The EESAC assist the principal in the development of the annual budget. The stakeholders make decisions regarding the use of funds allocated by the Florida Legislature to the school advisory council, and, with staff, decide on the use of School Recognition Funds awarded to the school.

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

The EESAC is fundamental in facilitating the development, approval, implementation and monitoring of the SIP. EESAC funds approximate $4,285.00 based on our student enrollment of 857 students. The funds were utilized for:
• School wide student recognition programs $1,275.00
• Robotics Club $900.00
• Odyssey of The Mind $965.00
• Science Fair $730.00
• Testing supplemental materials $ 415.00

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
Guerra, Christina	Principal
Pierre-Louis, Rachel	Assistant Principal
Bienes, Joanne	Teacher, K-12
Castel, Deborah	Teacher, ESE
Fierro, Kelley	Teacher, K-12
Leone, Desiree	Teacher, K-12
Marquez, Adrianna	Teacher, K-12
Barrios, Dayanara	Teacher, K-12
Blanco, Carolina	Teacher, K-12

b. Duties

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

The LLT promotes literacy within the school by:
• Creating a school-wide focus on literacy and reading achievement by establishing model classrooms, conferencing with Literacy Team, teachers and administrators
• Providing professional development based on needs
• Implementing Science, Technology, Engineering and Mathematics (STEM) related activities to promote student exploration of new ideas and new worlds.
• Providing opportunities for members of the Literacy Team to share their expertise in reading instruction, assessment and observational data in order to assist the team in making instructional and programmatic decisions.
• Ensuring the Reading and Mathematics Liaisons collaborate with the teachers to increase rigor in the classroom through the Florida Standards
• Encouraging teachers to engage in higher order thinking and discussion using a variety of formats and texts and incorporating technology such as Interactive Boards, laptops and iPads.

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.

In an effort to encourage positive working relationships between teachers, the following strategies were implemented:
1- Daily common planning time for each grade level
2- Collaborative planning once a week
3- Monthly Faculty meetings
4- Monthly Professional Learning opportunities on site
5- Ongoing PDs provided by District Support Personnel

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

Every effort is made to retain every highly qualified teacher by ensuring they are provided with all necessary tools/resources needed to feel successful with our students. Administration, Support Staff, and Leadership Team will provide support to new, inexperienced teachers on a regular basis. Principal and Assistant Principal will provide opportunities for data review and administrative feedback following classrooms observations with all teachers. Professional development will be offered in the areas of effectively implementing the Florida Standards, technology convergence, differentiated instruction, rigor and Response to Intervention. New teachers will have on-going training with the instructional liaisons in order to effectively implement the core content programs while following District-wide Pacing Guides.

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

Beginning teachers are paired with veteran teachers from their grade level and/or subject area. Teachers will meet once a week to go over planning and implementing effective lesson plans. They will be given the opportunity to participate in professional development offered by the region and district. They will also be offered opportunities to participate in job embedded PDs each month in the area of Florida Standards, technology convergence as well as rigor, relevance and relationship.

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.

The Miami-Dade County Public Schools district provides the school with instructional Pacing Guides to ensure the school's core instructional programs and materials are aligned to Florida's standards. The district assists the school in acquiring the hardware and software necessary to keep pace with technology enhancements. The leadership team provides support and guidance to its teachers to make certain that the rigor is implemented with fidelity and works closely with the PTA to supplement the technology needs of the school.

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.

The school offers various enrichment and remedial programs to meet the diverse needs of students. Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state and district assessments.

Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

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: 4,800

Teachers at Coral Reef Elementary increase the amount and quality of learning time by providing intervention to low performing ELL after school. Identified students work in small groups with certified teachers 4 days a week for 60 minutes per day, to improve both Reading and Math skills.

Strategy Rationale

Students must be provided with opportunities for enrichment, as well as remediation in order to progress as independent learners.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Guerra, Christina, clmguerra@dadeschools.net

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

The effectiveness of our intervention and enrichment programs is evaluated by improvements in weekly benchmark tests, I-Ready Diagnostic Tests and the District provided Interim Assessments. The Literacy Team meets monthly to analyze the data, discuss students' academic progress and adjust strategies when necessary.

Strategy: Extended School Day

Minutes added to school year: 1,200

The Title II Recently Arrived and Migrant Students targets ELL students in Grades K-2. The Media Specialist will target reading skills to help increase student achievement.

Strategy Rationale

Reading is targeted to help students build the skills to become fluent readers in English.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Rivas, Diana, drivas@dadeschools.net

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

The effectiveness of our intervention and enrichment programs is evaluated by improvements in weekly benchmark tests, I-Ready Diagnostic Tests and the District provided Interim Assessments. .

Strategy: After School Program

Minutes added to school year: 4,000

Students who demonstrate capacity for accelerated enrichment programs are enrolled in after school programs such as Robotics, Legos, and Math & Science Clubs once a week for an hour.

Strategy Rationale

Students must be provided with opportunities for enrichment in order to progress as independent learners.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Guerra, Christina, clmguerra@dadeschools.net

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

The effectiveness of our intervention and enrichment programs is evaluated by improvements in weekly benchmark tests and the District provided Quarterly Interim Assessments.

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.

In order to ensure that all incoming kindergarten students are ready for academic success in school, it is imperative that students and families have the support they need to transition into the routine and expectations of attending Florida schools. Our Kindergarten Teachers visit our surrounding preschools in March to introduce themselves and promote the diverse programs we have at Coral Reef Elementary School. Also, our school counselor holds a school tour every month throughout the school year for potential students to showcase our site, and answer questions/concerns from parents.

Furthermore, The PTA extends an invitation to our neighborhood preschools to attend school activities throughout the year such as Hoe Down, Fun Fair, Book Fairs, Reading Night at The Reef etc. Parents and preschool children are also invited to attend an orientation in the spring to familiarize themselves with the school and teachers/administrators to facilitate the transition from preschool into Kindergarten. Select Kindergarten students are invited to meet new students and share positive experiences with them as they complete arts/crafts activities together while parents gather information for registration.

Fifth Grade Students are provided with multiple opportunities to explore Middle School programs. Middle Schools are invited to offer presentations of their programs at the school. Students have the opportunity to participate in field trips to Middle Schools of interest.

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.

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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`

🔑 G088125

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	86.0
AMO Reading - Hispanic	86.0
AMO Math - African American	70.0
AMO Math - SWD	68.0
FCAT 2.0 Science Proficiency	71.0
AMO Math - All Students	85.0
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal `3`

- Insufficient integration of technology across the curriculum.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- ELA: i-Ready, Accelerated Reader, MyOn Reader, Renaissance Learning, Reading Wonders, Imagine Learning, FSA Website, Pacing Guide links, Teach Town

- Math: i-Ready, Reflex Math, Think Central, Explore Learning, Khan Academy, Pacing Guide links, Gizmos.

- Science: Gizmos, Discovery Learning, NBC Learn, , Explore Learning, Khan Academy, Pacing Guide links.

- Social Science: NBC Learn, Expeditions-Houghton Mifflin, Pacing Guide links

- Technology: Promethean/Smart Boards, laptops, computers, iPads and two computer labs

- In-house professional developments monthly and job-embedded trainings.

Plan to Monitor Progress Toward G1. `8`

Data disaggregation to monitor student achievement.

Person Responsible
Christina Guerra

Schedule
Quarterly, from 9/21/2016 to 5/24/2017

Evidence of Completion
Data Charts from i-Ready reports, District Provided Baseline Tests, Benchmark Tests and the Florida Standards Assessments.

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

🔑 G088125

G1.B1 Insufficient integration of technology across the curriculum. 2

🔑 B234345

G1.B1.S1 Professional development will be secured to provide support to teachers as needed to increase digital fluency through the use of web tools to enhance content delivery. Modeling and peer-coaching opportunities will be implemented to help teachers integrate technology and become coaches and facilitators of learning with technology as the tool. 4

🔑 S247107

Strategy Rationale

As teachers learn how to integrate effective technology resources in the curriculum, student achievement will be positively impacted with relevant, rigorous and innovative instruction.

Action Step 1 5

Introduction- Multiple professional development opportunities will be provided to increase digital fluency through the use of web tools to enhance content delivery.

Person Responsible

Christina Guerra

Schedule

Quarterly, from 9/21/2016 to 5/24/2017

Evidence of Completion

PD agendas and sign-in sheets

Action Step 2 `5`

Implementation- Teachers will Improve digital fluency through the use of web tools by:
• Utilizing available resources for enhancing digital fluency.
• Strengthen critical thinking skills through the use of digital media for real life application.
• Provide opportunities for all students to use technology across all subject areas.
• Purchase additional computers and mice for laptops.

Person Responsible

Christina Guerra

Schedule

Quarterly, from 9/21/2016 to 5/24/2017

Evidence of Completion

Job embedded P.D., Teacher Lesson Plans, Student Work Folders/Journals, Computer Lab schedules, Laptop logs

Action Step 3 `5`

Follow-up/Support- Monitor that digital fluency is being utilized as a tool to increase student achievement.

Person Responsible

Christina Guerra

Schedule

Quarterly, from 9/21/2016 to 5/24/2017

Evidence of Completion

Utilization of web tools, computer labs and laptops devices.

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

Teachers will infuse web tools in the core curriculum to increase student achievement.

Person Responsible

Christina Guerra

Schedule

Weekly, from 9/21/2016 to 5/24/2017

Evidence of Completion

Leadership Team walkthrough rotations.

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

Evidence of PD strategies on infusing technology being implemented in the core instruction.

Person Responsible

Christina Guerra

Schedule

Quarterly, from 9/21/2016 to 5/24/2017

Evidence of Completion

Administration/Teachers Data chats.

IV. Implementation Timeline					
Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M334644	Data disaggregation to monitor student achievement.	Guerra, Christina	9/21/2016	Data Charts from i-Ready reports, District Provided Baseline Tests, Benchmark Tests and the Florida Standards Assessments.	5/24/2017 quarterly
G1.B1.S1.MA1 🔍 M334638	Evidence of PD strategies on infusing technology being implemented in the core instruction.	Guerra, Christina	9/21/2016	Administration/Teachers Data chats.	5/24/2017 quarterly
G1.B1.S1.MA1 🔍 M334639	Teachers will infuse web tools in the core curriculum to increase student achievement.	Guerra, Christina	9/21/2016	Leadership Team walkthrough rotations.	5/24/2017 weekly
G1.B1.S1.A1 🔍 A321522	Introduction- Multiple professional development opportunities will be provided to increase digital...	Guerra, Christina	9/21/2016	PD agendas and sign-in sheets	5/24/2017 quarterly
G1.B1.S1.A2 🔍 A321523	Implementation- Teachers will Improve digital fluency through the use of web tools by: • Utilizing...	Guerra, Christina	9/21/2016	Job embedded P.D., Teacher Lesson Plans, Student Work Folders/Journals, Computer Lab schedules, Laptop logs	5/24/2017 quarterly
G1.B1.S1.A3 🔍 A321524	Follow-up/Support- Monitor that digital fluency is being utilized as a tool to increase student...	Guerra, Christina	9/21/2016	Utilization of web tools, computer labs and laptops devices.	5/24/2017 quarterly

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 Insufficient integration of technology across the curriculum.

G1.B1.S1 Professional development will be secured to provide support to teachers as needed to increase digital fluency through the use of web tools to enhance content delivery. Modeling and peer-coaching opportunities will be implemented to help teachers integrate technology and become coaches and facilitators of learning with technology as the tool.

PD Opportunity 1

Introduction- Multiple professional development opportunities will be provided to increase digital fluency through the use of web tools to enhance content delivery.

Facilitator

• Trainers from District approved vendors such as Promethean, Explore Learning, and i-Ready • Instructional Liaisons -Job Embedded Professional Developments • District and State support personnel - Digital Fluency Support

Participants

All Teachers

Schedule

Quarterly, from 9/21/2016 to 5/24/2017

VI. Technical Assistance Items

Technical Assistance 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 Insufficient integration of technology across the curriculum.

G1.B1.S1 Professional development will be secured to provide support to teachers as needed to increase digital fluency through the use of web tools to enhance content delivery. Modeling and peer-coaching opportunities will be implemented to help teachers integrate technology and become coaches and facilitators of learning with technology as the tool.

TA Opportunity 1

Implementation- Teachers will Improve digital fluency through the use of web tools by: • Utilizing available resources for enhancing digital fluency. • Strengthen critical thinking skills through the use of digital media for real life application. • Provide opportunities for all students to use technology across all subject areas. • Purchase additional computers and mice for laptops.

Facilitator

The Leadership Team, Program Vendors (Promethean, Explore Learning, and i-Ready) the District's IT Department (various web tools)

Participants

All teachers

Schedule

Quarterly, from 9/21/2016 to 5/24/2017

VII. Budget

1	G1.B1.S1.A1	**Introduction- Multiple professional development opportunities will be provided to increase digital fluency through the use of web tools to enhance content delivery.**				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		500-Materials and Supplies	1041 - Coral Reef Elementary School	Other		$200.00
			Notes: Notes			
2	G1.B1.S1.A2	**Implementation- Teachers will Improve digital fluency through the use of web tools by: • Utilizing available resources for enhancing digital fluency. • Strengthen critical thinking skills through the use of digital media for real life application. • Provide opportunities for all students to use technology across all subject areas. • Purchase additional computers and mice for laptops.**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

		239-Other	1041 - Coral Reef Elementary School	Other		$15,000.00
			Notes: Funds used to purchase additional computers for classrooms and obtaining 150 mice to use with laptops			
3	G1.B1.S1.A3	**Follow-up/Support- Monitor that digital fluency is being utilized as a tool to increase student achievement.**				**$0.00**
					Total:	**$15,200.00**