

# Coral Terrace Elementary School



# 2017-18 Schoolwide Improvement Plan

## Coral Terrace Elementary School

6801 SW 24TH ST, Miami, FL 33155

<http://cte.dadeschools.net>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	C*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Coral Terrace Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## 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. This system delineates specific protocols and identifies a chain of command for stakeholders to follow in the event of a behavioral concern.

In addition, our school implements monthly Core Values which support the district's Values Matter initiative 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 and students. Teachers can communicate the emotional concerns of their students at anytime. Our counselor conducts developmental group sessions, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 closely 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 to the School Support Team and provided Tier 3 Intensive Interventions as they are taken through the RtI process.

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	4	6	6	3	0	0	0	0	0	0	0	21
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 fall 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

Coral Terrace Elementary has a Community Involvement Specialist. The CIS hosts monthly meetings for parents on various topics. These monthly meetings assist parents with resources, tools, and information on how to help their children. The use of Connect-Ed is also utilized to keep parents informed and up to date on the various school activities taking place at our school. In addition, our parents are encouraged to register as school volunteers and join our PTSA in order to become involved in our school.

**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**

**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
Simmons, Kimberly	Instructional Coach
Garcia, Elizabeth	Teacher, ESE
Massa, Margarita	Psychologist
Wilcox, Jacquelynne	Teacher, K-12
Fleites, Vivian	Teacher, K-12
Faraldo-Padron, Vanessa	Assistant Principal
Cruz, Nidia	School Counselor
Feria-Vollmer, Debbie	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”, and 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. The counselor also spearheads our school's Values Matter initiatives.

**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 administrative team will meet with the Educational Excellence School Advisory Council (EESAC) to develop the School Improvement Plan. The team helps set clear expectations for instruction and implementation of Florida's Continuous Improvement Model and facilitate the Instructional Framework in 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 our Rtl process as needed. In addition, we offer after-school programs, differentiated instructional groups, tutoring, and/or summer school as needed. The district coordinates

with Title II and Title III in ensuring staff development needs are provided. Our Grade Level Chairs help 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention 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 parent engagement activities and special support services to special needs populations such as homeless, migrant, and neglected 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) and our (PLST) team at

Coral Terrace Elementary School focusing on Professional Learning Community (PLC) development and facilitation.

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. The school will also provide parent outreach opportunities in order for parents to help the academic achievement of their children in their home language.

#### 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. A bully box will also be utilized and placed in our main office in order for students to report anonymous bullying incidents.

#### Nutrition Programs

The Children’s Trust has provided a full-time nurse and clinic on-site for the 2017-2018 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/Career 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.

Our school involves 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.

Coral Terrace Elementary involves parents in the development (with on-going parental input) of 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.

Informal parent surveys are conducted to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents’

schedules as part of our goal to empower parents and build their capacity for involvement.

Our school will also 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.

## 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
Jacqueline Morrison-Wilcox	Teacher
Analeslie Rodriguez	Teacher
Elsa Caraballo	Business/Community
Ana Ciura	Teacher
Irving Diaz	Education Support Employee
Daniel Pardo	Parent
Adam Wilcox	Parent
Yeni Hernandez	Parent
Maria Gonzalez	Parent
Maria Dominguez	Parent
Juan Carlos Martinez	Business/Community
Jeramiah Morales	Student
Noriel Dominguez	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### *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 school year the SAC budget was \$2,168 and allocated the funds to order toner for teachers to have the ability to print needed data reports and instructional materials. This school year the SAC budget is \$1,881.00. It is projected these funds will be utilized for toner. This will provide teachers the ability to print the necessary instructional materials and data reports for their classes.

**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, Jacquelynne	Teacher, ESE
Fleites, Vivian	Teacher, K-12

**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 meetings to decrease learning gaps, closely monitor Differentiated Instructional routines, and increase the fidelity of the

iReady Program. In addition, this school year the LLT will focus on supporting teachers in planning collaboratively using the district developed Pacing Guides.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 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.

### 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, as well as, 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, as well as, differentiated instructional groups.

**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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Vertical planning sessions also take 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**      If core instruction is improved in all content areas then student achievement will increase.

## 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 improved in all content areas then student achievement will increase. 1a

G097056

**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 collaborative planning sessions.

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

- Reading Coach, Professional Development Liaison, Math Liaison, Science Liaison, 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, collaborative planning sessions will target data analysis using G2D reports, iReady reports, and gradebook data.

**Person Responsible**

Vanessa Faraldo-Padron

**Schedule**

Monthly, from 8/21/2017 to 6/6/2018

**Evidence of Completion**

Collaborative Planning Session Attendance Sign-in sheets, administrative walk-throughs

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If core instruction is improved in all content areas then student achievement will increase. 1

 G097056

**G1.B4** Lack of collaborative planning sessions. 2

 B261102

**G1.B4.S1** Conduct weekly collaborative planning sessions with grade levels during common planning times. 4

 S276456

### Strategy Rationale

Teachers were not communicating with consistency. Collaborative planning sessions will allow for more effective planning and the delivery of more effective lessons.

### Action Step 1 5

Instructional Staff members will attend weekly collaborative planning sessions with their grade level.

#### Person Responsible

Vanessa Faraldo-Padron

#### Schedule

Weekly, from 8/30/2017 to 6/6/2018

#### Evidence of Completion

Attendance Sign-in Sheets, Lesson plans

### Action Step 2 5

Build a master schedule which allows for common planning times.

#### Person Responsible

Vanessa Faraldo-Padron

#### Schedule

Annually, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Master Schedules

### Action Step 3 5

Provide Professional Development opportunities for standards aligned grading across grade levels.

**Person Responsible**

Vanessa Faraldo-Padron

**Schedule**

Triannually, from 8/18/2017 to 6/7/2018

***Evidence of Completion***

My Learning Plan Attendance Rosters, Gradebook print outs, Weekly Assessment Reports from G2D

### Action Step 4 5

Provide Vertical Planning opportunities for content area teams in order to close achievement gaps.

**Person Responsible**

Eva Ravelo

**Schedule**

Triannually, from 8/18/2017 to 6/8/2018

***Evidence of Completion***

Lesson Plans, Gradebook print outs, Weekly Assessments

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrative Team will conduct walk-throughs to monitor attendance at collaborative planning sessions

**Person Responsible**

Eva Ravelo

**Schedule**

Weekly, from 8/30/2017 to 6/6/2018

***Evidence of Completion***

Attendace Sign in sheets, lesson plans, gradebook

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Administrative Team will conduct classroom walk-throughs for effective lesson delivery.

**Person Responsible**

Eva Ravelo

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Lesson Plans, Teacher IPEGS Observation

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M400590	Following the FCIM, collaborative planning sessions will target data analysis using G2D reports,...	Faraldo-Padron, Vanessa	8/21/2017	Collaborative Planning Session Attendance Sign-in sheets, administrative walk-throughs	6/6/2018 monthly
G1.B4.S1.MA1  M400589	Administrative Team will conduct walk-throughs to monitor attendance at collaborative planning...	Ravelo, Eva	8/30/2017	Attendance Sign in sheets, lesson plans, gradebook	6/6/2018 weekly
G1.B4.S1.A1  A372456	Instructional Staff members will attend weekly collaborative planning sessions with their grade...	Faraldo-Padron, Vanessa	8/30/2017	Attendance Sign-in Sheets, Lesson plans	6/6/2018 weekly
G1.B4.S1.MA1  M400588	Administrative Team will conduct classroom walk-throughs for effective lesson delivery.	Ravelo, Eva	8/21/2017	Lesson Plans, Teacher IPEGS Observation	6/7/2018 weekly
G1.B4.S1.A2  A372457	Build a master schedule which allows for common planning times.	Faraldo-Padron, Vanessa	8/21/2017	Master Schedules	6/7/2018 annually
G1.B4.S1.A3  A372458	Provide Professional Development opportunities for standards aligned grading across grade levels.	Faraldo-Padron, Vanessa	8/18/2017	My Learning Plan Attendance Rosters, Gradebook print outs, Weekly Assessment Reports from G2D	6/7/2018 triannually
G1.B4.S1.A4  A372459	Provide Vertical Planning opportunities for content area teams in order to close achievement gaps.	Ravelo, Eva	8/18/2017	Lesson Plans, Gradebook print outs, Weekly Assessments	6/8/2018 triannually

## 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 improved in all content areas then student achievement will increase.

**G1.B4** Lack of collaborative planning sessions.

**G1.B4.S1** Conduct weekly collaborative planning sessions with grade levels during common planning times.

### PD Opportunity 1

Provide Professional Development opportunities for standards aligned grading across grade levels.

#### Facilitator

Vanessa Faraldo-Padron

#### Participants

Instructional Staff

#### Schedule

Triannually, from 8/18/2017 to 6/7/2018



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B4.S1.A1	Instructional Staff members will attend weekly collaborative planning sessions with their grade level.	\$0.00
2	G1.B4.S1.A2	Build a master schedule which allows for common planning times.	\$0.00
3	G1.B4.S1.A3	Provide Professional Development opportunities for standards aligned grading across grade levels.	\$0.00
4	G1.B4.S1.A4	Provide Vertical Planning opportunities for content area teams in order to close achievement gaps.	\$0.00
Total:			\$0.00