

Miami-Dade County Public Schools

# Coral Terrace Elementary School



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>27</b>

## Coral Terrace Elementary School

6801 SW 24TH ST, Miami, FL 33155

<http://cte.dadeschools.net>

### Demographics

**Principal: Eva Ravelo N**

Start Date for this Principal: 8/1/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	93%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (65%) 2017-18: A (69%) 2016-17: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>27</b>

## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

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## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission for Coral Terrace Elementary School is to 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 citizenship for our community.

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Ravelo, Eva	Principal	The Principal ensures the safety and academic success of all students by providing a positive learning environment for all students by ensuring that teachers have the academic tools and methods necessary for success. The Principal monitors student achievement, encourages parent involvement, implements policies and procedures, as well as oversees the operations of the facilities.
Nunez, Vivian	Assistant Principal	Provides assistance by monitoring school-wide behavioral expectations and policies, fostering relationships with parents and community, as serving as an instructional leader by implementing strategies to support student achievement.
Simmons, Kimberly	Teacher, K-12	Supports Reading teachers by providing instructional resources and materials, modeling lessons, and analyzing data (i-Ready, formative assessments, district and state assessments) to identify trends and assist with the implementation of strategies to close learning gaps amongst students.
Rodriguez, Analeslie	Teacher, K-12	Enhances educators' professional growth by determining the professional learning needs of the staff and proposing professional development activities to improve instructional practices in the classroom.
Bosque, Carolyn	Teacher, PreK	Fosters professional growth by strengthening primary teachers' knowledge of screening students for early interventions to successfully address the needs of young learners.
Guzman, Isabel	School Counselor	Promotes schoolwide achievement through the implementation of programs that reinforce positive behavior (Values Matter Miami and Do The Right Thing), provides families with referrals to external community agencies when necessary, and supports students' emotional well-being by offering individual and group counseling sessions designed to address a variety of issues.
Camacho, Vanessa	Teacher, K-12	Serves as liaison between the school and district as designated Elementary Mathematics Liaison (EML) and shares instructional strategies, innovative teaching techniques, integrated technology and materials with teachers to improve instructional practices and student achievement in Math.

## Demographic Information

### Principal start date

Sunday 8/1/2010, Eva Ravelo N

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

**Total number of teacher positions allocated to the school**

33

**Total number of students enrolled at the school**

416

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

### Demographic Data

## Early Warning Systems

### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	65	83	66	61	66	0	0	0	0	0	0	0	391
Attendance below 90 percent	4	9	10	6	6	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	6	4	4	0	0	0	0	0	0	0	16
Course failure in Math	0	0	4	3	3	4	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	4	35	29	19	23	0	0	0	0	0	0	0	110
Level 1 on 2021 statewide FSA ELA	0	0	0	0	11	19	0	0	0	0	0	0	0	30
Level 1 on 2021 statewide FSA Math	0	0	0	0	21	25	0	0	0	0	0	0	0	46

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	4	5	2	7	0	0	0	0	0	0	0	18

**The number of students identified as retainees:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Tuesday 7/20/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated****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	
Number of students enrolled	71	90	69	67	71	71	0	0	0	0	0	0	0	439
Attendance below 90 percent	10	10	6	7	7	10	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	5	5	4	1	0	0	0	0	0	0	0	17
Course failure in Math	0	4	3	3	4	5	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	13	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	4	3	7	8	0	0	0	0	0	0	0	26

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	62%	57%	60%	62%	56%
ELA Learning Gains				60%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				55%	58%	53%	72%	59%	48%
Math Achievement				69%	69%	63%	75%	69%	62%
Math Learning Gains				77%	66%	62%	81%	64%	59%
Math Lowest 25th Percentile				72%	55%	51%	79%	55%	47%
Science Achievement				60%	55%	53%	56%	58%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	60%	-5%	58%	-3%
Cohort Comparison						
04	2021					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		-55%				
05	2021					
	2019	53%	60%	-7%	56%	-3%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	67%	1%	62%	6%
Cohort Comparison						
04	2021					
	2019	64%	69%	-5%	64%	0%
Cohort Comparison		-68%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	53%	1%	53%	1%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The value illustrates the percent of students in grades 1-5 proficiency based on i-Ready diagnostic results.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.8	39.7	57.7
	Economically Disadvantaged	20.3	37.0	56.2
	Students With Disabilities		20.0%	40.0%
	English Language Learners	7.1%	23.1	21.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.3	33.3	50.0
	Economically Disadvantaged	23.0	30.1	47.9
	Students With Disabilities	40.0%	40.0%	40.0%
	English Language Learners	7.1%	30.8	28.6%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.8	42.2	55.4%
	Economically Disadvantaged	32.3	41.0	53.2%
	Students With Disabilities	12.5%	12.5%	25.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.4	35.4	60.0%
	Economically Disadvantaged	23.0	33.9	58.1%
	Students With Disabilities			25.0
	English Language Learners			
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.2%	64.6	69.2%
	Economically Disadvantaged	48.4%	64.1	68.8%
	Students With Disabilities	30.0%	40.0%	60.0%
	English Language Learners		44.4%	77.8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.8	37.5	56.9%
	Economically Disadvantaged	17.5	36.5	56.3%
	Students With Disabilities	10.0%	30.0%	50.0%
	English Language Learners		44.4%	55.6%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.4	34.4	46.0%
	Economically Disadvantaged	25.4	34.4	46.0%
	Students With Disabilities	5.9	6.3	23.5%
	English Language Learners	16.7%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.3	31.7	50.8%
	Economically Disadvantaged	21.3	31.7	50.8%
	Students With Disabilities	11.8%	11.8%	23.5%
	English Language Learners	40	16.7%	16.7%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.8	37.9	51.5%
	Economically Disadvantaged	31.8	37.9	51.5%
	Students With Disabilities		14.3	14.3%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.8	42.4	66.7%
	Economically Disadvantaged	25.8	42.4	66.7%
	Students With Disabilities	14.3%	14.3%	21.4%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		27.0%	
	Economically Disadvantaged		27.0%	
	Students With Disabilities		8.0	
	English Language Learners		0	

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	57		34	36		30				
ELL	48	58	64	49	33	10	48				
HSP	54	63	62	53	40	15	59				
FRL	54	64	64	52	42	15	58				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	38	40	28	68	71	29				
ELL	54	56	46	68	77	71	62				
HSP	60	59	53	70	77	71	61				
FRL	59	59	53	68	76	72	58				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	63		20	53	60					
ELL	55	73	87	77	85	90	38				
HSP	61	64	72	76	81	79	56				
FRL	59	63	74	76	82	82	56				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8
Percent Tested	92%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

##### 2019 Data Findings:

The school data in grades 3-5 remained consistent in ELA achievement level (60%) and an increase in the achievement gap widening by 6 percentage points in Math.

In grade 3, all ELA and Math subgroups demonstrated gains. In grade 4, all ELA subgroups demonstrated gains. In grade 4 Math, there was a decrease of 25 percentage points in ED subgroup. In grade 5, all ELA and Math subgroups demonstrated gains. Science subgroups of SWD and ELL demonstrated proficiency gaps when compared to all students.

##### 2021 Data Findings:

The school data in grades 3-5 indicates a decrease of overall proficiency in Math by 16 percentage points and ELA by 4 percentage points. Students demonstrating proficiency in Science remained relatively consistent with 58% of students achieving a Level 3 or above compared to 60% in 2019. Grades 4-5 Subgroups Learning Gains L25 increased by 9 percentage points in ELA, but significantly decreased in Math by 57 percentage points.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

##### 2019 Data Findings:

ELA and Math lowest 25th percentile demonstrated a decrease of 17 percentage points in ELA and a decrease of 6 percentage points in Math. The ED subgroup in grade 4 Math demonstrated a decrease of 14.3 percentage points in Spring progress monitoring as compared to the the Winter progress monitoring.

##### 2021 Data Findings:

The data indicates that 15% of students belonging in the lowest 25th percentile Subgroup demonstrated learning gains in Math in the 2021 FSA compared to 57% in 2019; this is a decrease of 42 percentage points.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?



**2019 Data Findings:**

The focus on implementing data-driven and standards based instruction has proven effective to target intervention and develop DI groupings in ELA. We will need to maintain that drive in ELA and ensure we target the lowest 25th percentile, while also focusing on Math students and developing targeted interventions using data from progress monitoring and state assessment to increase math achievement and lowest 25. Curriculum leader will provide professional development using proven strategies that focus on planning for differentiation and using data for our reading and math department.

**2021 Data Findings:**

Data-driven decision making strategies will continue to be used during ongoing instructional planning. To effectively target areas of need, we will increase our focus on professional developments addressing instructional strategies to be utilized during Differentiated Instruction in Mathematics. Additionally, students belonging to the L25 subgroup will receive interventions from assigned paraprofessionals to target and close learning gaps.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**
**2019 Data Findings:**

There was a 4 percentage point increase in proficiency (from 54% to 60%) on the 2019 Science FSA.

**2021 Data Findings:**

A comparative data analysis indicates a 9 percentage point increase in learning gains from 55% on 2019 ELA FSA to 64% on the 2021 ELA FSA by the L25 Subgroup.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**
**2019 Data Findings:**

The contributing factors to this improvement was the implementation of tier 2 and tier 3 interventions with fidelity, differentiated instruction in the classrooms, the monitoring of i-Ready usage and pass rates, identifying students for RtI/MTSS and celebrating student/class successes.

**2021 Data Findings:**

The implementation of data-driven instructional strategies and the effective implementation of Differentiated Instruction designed to decrease learning gaps contributed to the increase of learning gains on the 2021 ELA FSA.

**What strategies will need to be implemented in order to accelerate learning?**

Strategies that will be implemented to accelerate learning are ongoing progress monitoring, the increased support of additional interventionists to provide tier 2 and tier 3 students more small group and individualized instruction, and the use of standards-based collaborative planning to develop lessons with rigor and differentiation.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The PLST and leadership team will develop professional development sessions targeting the newly adopted instructional materials of McGraw-Hill Wonders and Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) standards for program implementation and instruction in Reading and

Language Arts. Additionally, the Math liaison will participate in iCADs professional development sessions and provide resources and support to department personnel to address areas of need.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that will be implemented to ensure sustainability of improvement will be to provide our students with extended learning opportunities including Title III afterschool tutoring to narrow the achievement gap, collaborative planning sessions for our staff to engage in meaningful sharing of best practices and improve instruction, and leadership team walkthroughs to provide our teachers with reflective feedback on instructional practices.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of ELA. Our findings indicate a decline of overall ELA proficiency as demonstrated by a four percentage point decrease from 57% in 2019 to 53% in the 2021 ELA FSA. Additionally, progress monitoring data results from the iReady AP3 Diagnostic Assessment administered at the end of the 2020-2021 school year indicated that 30% of students in kindergarten through grade 2 were not on track to score a Level 3 or above on the ELA FSA assessment. Our school will effectively utilize performance data to drive planning and instructional delivery to increase student proficiency.

**Measurable Outcome:**

If we successfully implement data-driven instruction to address ELA deficiencies, we will improve student proficiency as demonstrated by an increase of students in grades 3-5 scoring a Level 3 or above on the 2022 ELA FSA by four percentage points.

**Monitoring:**

Administrators will consistently attend department meetings to ensure instructors are engaged in meaningful planning sessions that target the needs of all learners based on student performance results. Ongoing progress monitoring data will be utilized to evaluate student performance to determine effectiveness of planning and instruction and to ensure differentiated instruction is being implemented with fidelity. Additionally, administrators will conduct quarterly data chats to provide instructional staff with feedback to successfully target areas of concern.

**Person responsible for monitoring outcome:**

Vivian Nunez (282112@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Teachers will improve instructional planning and delivery by using results of ongoing assessments to successfully target students' areas of need.

**Rationale for Evidence-based Strategy:**

Data-Driven Instruction provides teachers with the opportunity to improve planning and instructional delivery based on how students are progressing towards their academic goals.

**Evidence-based Strategy:**

With the implementation of Data-Driven Instruction, teachers will effectively adjust lessons and modify resources to increase student achievement by strategically targeting low-performance standards during both whole group and differentiated instruction.

**Action Steps to Implement**

Create schedules identifying common planning times for Reading teachers by grade-level by September 30, 2021.

**Person Responsible**

Eva Ravelo (pr1081@dadeschools.net)

Provide teachers with i-Ready AP1 testing schedule to ensure teachers can properly prepare during grade-level planning meetings and prepare students for the first diagnostic by September 12, 2021

**Person Responsible**

Vivian Nunez (282112@dadeschools.net)

Reading teachers will use the results of the iReady AP1 Diagnostic Assessment to identify areas of instructional need by October 11, 2021.

**Person Responsible**

Vivian Nunez (282112@dadeschools.net)

By October 11, 2021, teachers in grades 3-5 will analyze 2019 and 2021 ELA FSA results to identify performance trends by standards and create Instructional Focus Calendars to address areas of concern.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

By November 19, 2021, ELA teachers will participate in data chats with administrators to evaluate the effectiveness of instruction based on various data points. As a result, teachers will be able to determine the greatest areas of academic need and establish new goals to increase student proficiency.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

ELA teachers will utilize i-Ready monitoring results to measure growth of students receiving Tier II and Tier III interventions by December 3, 2021. As a result, teachers will be able to assess the effectiveness of instruction and make necessary adjustments to meet the needs of individual students.

**Person Responsible** Eva Ravelo (pr1081@dadeschools.net)

By February 11, 2022, Reading teachers in grades 3-5 will participate in data chats with Administrators to review, disseminate, and discuss the results of the i-Ready Diagnostic/AP2 to determine what students did not demonstrate growth and need additional support.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

Administrators will utilize i-Ready usage reports to determine if students are completing weekly Reading lessons and monitor their passage rates by February 5, 2022.

**Person Responsible** Kimberly Simmons (ksimmons@dadeschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Based on the outcome of the data review, our school will implement the Targeted Element of Standards-aligned Instruction. Due to the 57 percentage point decrease from 72% in 2019 to 15% in 2021 in Learning Gains by the L25 subgroup in the Math FSA, we determined that Standards-based Instruction was needed to improve instruction to effectively address learners' needs.

**Measurable Outcome:** If we successfully implement Standards-Aligned Instruction, then 30% (an increase of 15 percentage points) of our L25 students will demonstrate Learning Gains on the 2022 Mathematics FSA administered in the Spring.

**Monitoring:** To effectively increase the likelihood of the desired outcome, Administrators will consistently participate in ongoing grade-level department meetings to ensure plans align with the District's pacing guides. Additionally, Topic Assessments will be monitored to ensure students are being properly assessed according to District timelines and to measure student progress based on mastery of standards and achievement trends.

**Person responsible for monitoring outcome:** Eva Ravelo (pr1081@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of: Standards-Aligned Instruction. Standards-Aligned Instruction is crucial to help students learn critical content and achieve mastery of grade-level targets.

**Rationale for Evidence-based Strategy:** Standards-Aligned Instruction provides students opportunities to achieve mastery of learning targets by providing knowledge and skills necessary to achieve it at a progressive pace.

**Action Steps to Implement**

By October 8, 2021, increase schoolwide data-analysis by improving teachers' knowledge of tools available on Performance Matters to monitor trends of specific standards across varying assessments.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

By October 11, 2021, designated support personnel will collect, scan and upload Topic Assessments to Performance Matters to ensure teachers are consistently assessing instructional standards delineated by District within the previously identified timeline.

**Person Responsible** Richard Santana (rjsantana@dadeschools.net)

By October 1, 2021, provide teachers will Standards-Aligned instructional "look fors" in order to increase cohesiveness among grade-levels and improve planning and instruction.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

By October 8, 2021, increase teachers' knowledge of using i-Ready to provide students with extra lessons to reinforce low-performing standard

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

Content area teachers will participate in data chats with students to reflect on academic performance and create achievement goals by December 17, 2021. As a result, teachers will make informed decisions based on students' individual needs.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

Conduct data chats with content area teachers to analyze what standards have not been mastered by November 19, 2021. As a result, teachers will determine what standards need reteaching and identify supplemental resources to integrate into instruction to increase proficiency of grade-level standards.

**Person Responsible** Eva Ravelo (pr1081@dadeschools.net)

In order to ensure teachers are properly implementing differentiated instruction, Administrators will model how to assign individualized i-Ready Math lessons based on instructional standards during a faculty meeting by February 25, 2022.

**Person Responsible** Eva Ravelo (pr1081@dadeschools.net)

By March 31, 2022, Math teachers in grades 4-5 will utilize Performance Matters to engage in ongoing progress monitoring of students belonging to their L25 subgroup to determine what skills need to be reinforced during interventions based on the results of Topic tests.

**Person Responsible** Eva Ravelo (pr1081@dadeschools.net)

Administrators will conduct a data chat with Math teachers by February 11, 2022 to analyze the results of the i-Ready Math Diagnostic/AP2 and collaboratively identify the lowest-performing standards by students belonging to the L25 subgroup.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

**#3. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Based on a data analysis, our school will implement the Targeted Element of Student Attendance. The data illustrates a steady increase in the percentage of students with 11 or more absences throughout the span of the last four years (22% to 27%). The team recognized a correlation between higher absenteeism and lower achievement scores on the 2021 FSA in both ELA and Math. As a result, we collectively determined the need to improve student attendance to effectively address learning losses and close learning gaps among students.

**Measurable Outcome:** If we successfully implement the Targeted Element of Student Attendance, our students will improve their academic performance. By engaging in ongoing practices designed to curb excessive absenteeism, our percentage of students who are absent more than 11 times will decrease from 27% to 22% by June 2022.

**Monitoring:** Attendance will be monitored by instructional and office personnel daily. In addition to the automated messenger program, students' teacher(s) will contact parents to address attendance issues when a student is absent for three or more consecutive days. Pursuing this further, students with perfect attendance will be recognized quarterly during morning announcements and rewarded during virtual awards ceremonies hosted in the classroom.

**Person responsible for monitoring outcome:** Eva Ravelo (pr1081@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Student Attendance, our school will focus on the evidence based strategy of: Attendance Initiatives. The actions implemented will increase student engagement by making students active participants in the learning process in the classroom. .

**Rationale for Evidence-based Strategy:** Attendance Initiatives will increase student attendance by rewarding students for desired behaviors and addressing excessive absenteeism systemically and purposefully.

**Action Steps to Implement**

By August 31, 2021, identify members of the Attendance Review Committee and collaborate to complete Attendance Incentive Plan.

**Person Responsible** Eva Ravelo (pr1081@dadeschools.net)

By September 8, 2021, share Attendance Incentive Plan with school personnel during faculty meeting.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

By October 11, 2021, collaborate with instructional personnel to brainstorm different ways to reward and reinforce school attendance.

**Person Responsible** Isabel Guzman (iguzman@dadeschools.net)

By September 22, 2021, instructional personnel will share the school's attendance policies and procedures with parents during the 2021 Open House.

**Person Responsible** Isabel Guzman (iguzman@dadeschools.net)

Administrators will review weekly classroom attendance by December 17, 2021. Homeroom classes with 100% attendance will be recognized weekly during morning announcements to motivate students to attend school daily.

**Person Responsible** Eva Ravelo (pr1081@dadeschools.net)

The top three classes with the highest monthly attendance will be featured on the school's social media site by December 17, 2021. As a result, students will be recognized by the community for their commitment to their daily studies.

**Person Responsible** Isabel Guzman (iguzman@dadeschools.net)

By March 31, 2022, students with 100% attendance during the third quarter will be recognized and congratulated during morning announcements.

**Person Responsible** Richard Santana (rjsantana@dadeschools.net)

The School Leadership Team (SLT) will host an ice cream party for students who had 100% attendance during the third grading period by April 8, 2022.

**Person Responsible** Isabel Guzman (iguzman@dadeschools.net)



**#4. Leadership specifically relating to Specific Teacher Feedback**

<b>Area of Focus Description and Rationale:</b>	Based on the results from the Needs Assessment Survey, we will use the Targeted Element of Specific Teacher Feedback. The data indicates inconsistent feedback between administrators and teachers regarding ways to improve student outcomes. We recognize the limitations of the previous school year and want to improve student achievement by supporting teachers with ongoing feedback this school year.
<b>Measurable Outcome:</b>	If we effectively apply the Targeted Element of Specific Teacher Feedback, we will improve the quality of classroom instruction and increase our focus on learning goals through consistent dialogue (faculty meetings, data chats, department meetings, emails, post walk-through discussions) to improve student achievement. As a result, the percentage of teachers reporting weekly feedback from administrators will increase from 21% to 50% during the 2021-2022 school year.
<b>Monitoring:</b>	To monitor the implementation of the Targeted Element of Specific Teacher Feedback, administrators will document ongoing dialogue with teachers through (but not limited to) agendas, meeting minutes, electronic correspondence, and notes.
<b>Person responsible for monitoring outcome:</b>	Eva Ravelo (pr1081@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. By routinely providing feedback designed to foster professional growth, leaders ensure teachers remain focused on students' progress towards academic goals while providing support to improve instructional practices.
<b>Rationale for Evidence-based Strategy:</b>	Through the implementation of continuous feedback practices, teachers will have a clearer understanding of what the school's vision is and prioritize learning goals to collectively achieve schoolwide goals.

**Action Steps to Implement**

By October 11, 2021, administrator will review 2021 assessment results during department meetings and discuss lowest-performing standards.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

By October 8, 2021, instructional coaches will engage in collegial discussions to identify and share instructional resources associated with improved student achievement with teachers during department meetings.

**Person Responsible** Vanessa Camacho (vestrugo@dadeschools.net)

By October 11, 2021, results of i-Ready AP1 to engage in collaborative discussions during planning meetings to determine areas of need across grade-levels and departments

**Person Responsible** Eva Ravelo (pr1081@dadeschools.net)

By September 8, 2021, specific teachers will be identified and praised for their exemplary instructional practices during faculty meeting.

**Person Responsible** Eva Ravelo (pr1081@dadeschools.net)

By December 3, 2021, instructional personnel will review best practices shared during the district-wide professional development day. As a result, teachers will implement strategies that support the needs of their students.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

Administrators will share feedback regarding standards-aligned instruction during grade-level planning meetings by November 19, 2021. As a result, administrators and instructional personnel can engage in dialogue focused on improving student achievement.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

By February 11, 2022, Administrators will provide teachers with feedback during grade-level data chats addressing student performance, instructional strategies, and standards-based differentiated instruction and interventions.

**Person Responsible** Vivian Nunez (282112@dadeschools.net)

Administrators will discuss instructional strengths and weaknesses observed during formal and informal classroom observations at a faculty meeting by March 4, 2022.

**Person Responsible** Eva Ravelo (pr1081@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When comparing the discipline data of the school to discipline data across the state, Coral Terrace Elementary demonstrated a lower percentage of reported incidents than the state. The primary area of concern the school will monitor during the school year will be properly addressing disruptive behavior. Administrators will collaborate with members of the Leadership Team to monitor incidents recording on the School Environment Safety Incident Reporting (SESIR) dashboard.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are focused on building relationships with all stakeholders to work together to develop and achieve a shared school vision. Through continuous collaboration, members of our community work together to promote the social, emotional, and mental well-being of teachers, students, staff, and all stakeholders.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and the Counselor. The Principal and Assistant Principal strategically and systematically create teaching and learning conditions that are safe and supportive for all learners. Instructional Coaches and Teacher Leaders improve the learning environment by providing professional support and materials to teachers schoolwide. The Counselor works closely with all stakeholders to help students understand themselves and enable them to reach their academic potential.

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00