Coral Terrace Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Coral Terrace Elementary School

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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	The Assistant Principal supports the administrative operation of the school by monitoring school-wide behavioral expectations and policies, fostering relationships with parents and community members, and implementing and monitoring strategies that support student achievement.
Bello, Susana	Teacher, K-12	Supports Mathematics and Science teachers by sharing and modeling instructional strategies, innovative teaching techniques, technological resources and materials to improve instructional practices and student achievement in Math and Science.
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.
Rey, Alexandra	Teacher, K-12	Assists with designing, implementing, and monitoring plans to strategically address students' needs across multiple grade-levels as department chairperson.
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.
Dziri , Rayda	Teacher, K-12	Delivers assists with the integration of bilingual instruction schoolwide, and collaborates with stakeholders to support the school's vision and mission as the chairperson of the Educational Excellence School Advisory Council (EESAC),

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During the 2023-2024 school year, school Administrators will foster an environment that promotes collaboration and ownership of the School Improvement Process (SIP) by involving stakeholders in the development, implementation, and monitoring process. Pursuing this further, the Leadership Team will

utilize data (quantitative and qualitative) to assess the effectiveness of the Action Steps implemented to address areas of concerns. During grade-level and department planning sessions, Administrators will collaborate with teachers to determine what strategies are successful and make instructional changes as necessary. Throughout the course of the school year, parents and community members will review the school's progress towards schoolwide goals during monthly Educational Excellence School Advisory Committee (EESAC) meetings and provide feedback on how to enhance the overall experience of students schoolwide. Additionally, parents and community members will have the opportunity to give their input during Title I meetings conducted at the school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring the School Improvement Plan (SIP) for effective implementation and its impact on student achievement, especially for students with the greatest achievement gaps, is crucial for ensuring continuous improvement. To assess the effectiveness of the implemented action steps, Administrators will use data from aggregated from Power BI and Performance Matters during Leadership Team meetings and grade-level/department meetings to identify trends, patterns, and areas where there are achievement gaps, and collaboratively. To assist those students with the greatest achievement gap, Administrators will utilize data from i-Ready, Imagine Learning, and the Reading Horizons/Elevate dashboard to monitor how students are responding to Reading instruction. Based on the results, students will be added, moved, from instructional groups, or removed from Tier II and Tier III interventions. The data will also be used to determine what students need Multi-Tiered Systems of Support (MTSS).

In addition to grade-level/department meetings, Administrators will collaborate with stakeholders during faculty and EESAC meetings to review and reflect outcomes of implemented action steps during Phase III and V of the SIP process.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	16	11	12	11	5	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	1	3	4	7	0	0	0	15
Course failure in Math	0	0	2	4	6	7	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	0	18	22	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	0	14	18	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	19	25	27	25	0	0	0	110
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	1	3	15	17	0	0	0	36

Using the table above, complete the table below with the number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	10	11	14	6	4	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	6	6	7	0	0	0	22
Course failure in Math	0	0	2	6	6	3	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	4	16	17	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	3	13	12	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	20	18	18	0	0	0	63

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	5	13	13	0	0	0	33

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	10	11	14	6	4	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	6	6	7	0	0	0	22
Course failure in Math	0	0	2	6	6	3	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	4	16	17	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	3	13	12	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	20	18	18	0	0	0	63

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	5	13	13	0	0	0	33

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	60	53	64	62	56	54		
ELA Learning Gains				80			64		
ELA Lowest 25th Percentile				60			64		
Math Achievement*	69	66	59	69	58	50	53		
Math Learning Gains				83			42		
Math Lowest 25th Percentile				79			15		
Science Achievement*	59	58	54	57	64	59	58		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	64	63	59	62			59		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	63			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	51			
ELL	71			
AMI				
ASN				
BLK				
HSP	69			
MUL				
PAC				
WHT				
FRL	69			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	62			69			59					64
SWD	34			56							4	57
ELL	57			68			53				5	64
AMI												
ASN												
BLK												
HSP	62			69			59				5	63
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	58			65			43				5	62

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	64	80	60	69	83	79	57					62
SWD	33	73	55	46	68		25					58
ELL	57	80	65	72	85	83	61					62
AMI												
ASN												
BLK												
HSP	65	80	58	69	82	78	57					63
MUL												
PAC												
WHT												
FRL	64	79	60	69	82	79	57					62

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
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	ELP Progress
All Students	54	64	64	53	42	15	58					59
SWD	24	57		34	36		30					58
ELL	48	58	64	49	33	10	48					59
AMI												
ASN												
BLK												
HSP	54	63	62	53	40	15	59					58
MUL												
PAC												
WHT												
FRL	54	64	64	52	42	15	58					59

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	56%	-10%	54%	-8%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	62%	52%	10%	50%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	63%	9%	59%	13%
04	2023 - Spring	63%	64%	-1%	61%	2%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	50%	-4%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on a comparative data analysis, English Language Learners (ELL) in Grades 3-5 had the lowest performance in Reading as indicated by 44% demonstrating proficiency on the 2023 English Language Arts (ELA) FAST PM 3 Assessment. Additionally, only 15% of ELL students in Kindergarten-Grade 5 scored on or above-grade level in Reading on the i-Ready AP 2 Diagnostic administered in the Winter of the 2022-2023 school year. .
The Leadership Team determined that ESOL instructional strategies weren't effectively implemented across all grade-levels and content areas to properly address the academic needs of ELL students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data results of the 2023 ELA FAST PM 3 Assessment indicate that 44% of ELL students in Grades 3-5 demonstrated proficiency in Reading, illustrating a 13-percentage point decrease from 57% the previous year. The Leadership Team determined that in addition to the improper implementation of ESOL instructional strategies, there was also a decline of student participation in Title III Tutoring program in comparison to the previous year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

A comparative data analysis illustrated that the greatest gap in performance was in Reading with 50% of school students in Grades 4-5, including ELL students with less than two years, having demonstrated proficiency on the 2023 ELA FAST PM 3 Assessment compared to 56% of students statewide. The Leadership Team analyzed schoolwide data and in addition to the contributing factors of inadequate instruction being aligned to state standards, lack of materials to improve foundational literacy skills, and limited access to school-based professional learning opportunities, the gap in performance was also attributed to student absences. More specifically, the data revealed that approximately 9% of students in Grades 4-5 had less than 90% attendance during the 2022-2023 school year.

Which data component showed the most improvement? What new actions did your school take in this area?

The results of the 2023 FAST PM 3 Assessment illustrate that 62% of Grade 3 students demonstrated proficiency in Reading, a 6-percentage point increase from 56% on the 2022 FSA ELA Assessment. The Leadership Team attributed this improvement to the successful implementation of data-driven and standards-aligned instruction that strategically addressed the academic needs of students. Pursuing this further, teachers used data to determine what areas their lowest-performing students needed assistance with, collaborated with interventionists to monitor student progress, identified students who needed additional support, and provided supplemental instruction during Title III Tutoring.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The Leadership Team determined that schoolwide attendance was a significant area of concern that needed to be addressed during the 2023-2024 school year. Based on the impact attendance has on student learning, the Leadership Team agreed that interventions that engage families, celebrate progress, and assist in overcoming barriers would be implemented to decrease student absenteeism.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Based on an in-depth data analysis, the School Leadership Team mutually agreed to target the following areas ranked in order of importance:
1. Increase the percentage of students reading at or above grade-level schoolwide
2. Provide targeted support to struggling reading through small group instruction, supplemental learning opportunities, and targeted interventions
3. Improve the alignment of instruction, activities, and resources with grade-level standards and benchmarks

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A comparative data analysis illustrated that the greatest gap in performance was in Reading with 50% of school students in Grades 4-5, including ELL students with less than two years, having demonstrated proficiency on the 2023 ELA FAST PM 3 Assessment compared to 56% of students statewide. The Leadership Team analyzed schoolwide data and in addition to the contributing factors of inadequate instruction being aligned to state standards, lack of materials to improve foundational literacy skills, and limited access to school-based professional learning opportunities, the gap in performance was also attributed to student absences. More specifically, the data revealed that approximately 9% of students in Grades 4-5 had less than 90% attendance during the 2022-2023 school year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the proper implementation of differentiation, 49% of ELL students (a 5 percentage-point increase) in Grades 3-5 will demonstrate proficiency in Reading on the 2023-2024 ELA FAST PM 3 assessment administered in the Spring.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will attend grade-level and department meetings to ensure instructors are engaged in meaningful planning sessions that target the needs of ELL students. In addition to ongoing progress monitoring results, Imagine Learning data will be utilized to evaluate student performance to determine effectiveness of planning and instruction and to ensure differentiation of instruction addressing the needs of ELL students 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiation, our school will focus on the Evidence-based intervention of: Differentiated Instruction (DI). Research indicates that when implemented properly, students are presented with the same content in various ways and at different levels, subsequently ensuring that the academic needs of all learners are addressed.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework that is designed to be implemented throughout grade-levels and subject areas, consequently providing teachers with the opportunity to utilize different strategies that reflect the specific needs of their students across content areas.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

To target the instructional needs of students, administrators will collaborate with teachers to review data (STAR/FAST and i-Ready), analyze performance by standards to identify trends, and strategically group learners based on students' achievement levels. As a result, teachers will effectively plan and implement differentiated instruction designed to address students' areas of weakness.

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

By When: August 15, 2023-September 29, 2023

Administrators will collaborate with teachers, paraprofessionals, and interventionists to design a schedule that best supports students' academic needs. As a result, students will be provided with small group and/or individualized instruction to effectively overcome barriers to learning.

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

By When: August 15, 2023-September 29, 2023

During grade-level and/or department meetings, teachers will participate in meaningful conversations by sharing successful strategies they've utilized during differentiated instruction. As a result, teachers will have the opportunity to engage in meaningful conversations while sharing best practices that will enhance their instructional skills and positively impact student learning.

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

By When: August 15, 2023-September 29, 2023

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-2023 FAST PM 3 data, 44% of students in Grades 3-5 demonstrated proficiency in Reading compared to 54% of students statewide. Based on the data and the identified contributing factors of inadequate instruction being aligned to state standards, lack of materials to improve foundational literacy skills, and limited access to school-based professional learning opportunities, we will implement the Target Element of Benchmark-Aligned Instruction.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Benchmark-Aligned Instruction, 49% of students (a 5 percentage-point increase) in Grades 3-5 will demonstrate proficiency in Reading on the 2023-2024 ELA FAST PM 3 assessment administered in the Spring.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will utilize tools (checklists and data trackers) while observing lessons to monitor instructional strategies, student engagement, and materials to measure the level of alignment between classroom activities and benchmarks.

Person responsible for monitoring outcome:

Vivian Nunez (282112@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Benchmark-Aligned Instruction, our school will focus on the Evidence-based intervention of: Data-Driven Instruction. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to drive instructional planning and delivery.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers will collect, analyze, and use performance data to monitor students' mastery of grade-level Reading standards, and adjust planning and instruction to improve educational outcomes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be provided with aggregated data to identify trends, patterns, and areas of strength or weakness. As a result, teachers will understand which benchmarks have been mastered and where students are struggling to target specific needs.

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

By When: August 15, 2023-September 29, 2023

To improve the practice of data-analysis schoolwide, teachers will be provided with resources (data trackers, reference sheets, online tools) and learning opportunities (peer observations, administrator support, sharing of best practices). As a result, teachers will design lessons to target students' learning needs that align with specific areas requiring improvement.

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

By When: August 15, 2023-September 29, 2023

Administrators will conduct data chats and utilize progress monitoring data (FAST PM 1 and i-Ready AP 1) to collaborate with teachers to make informed instructional decisions, identify areas for improvement, and determine what strategies are most effective to increase proficiency in Reading. As a result, educators will be empowered to make targeted instructional decisions, share best practices, and collectively work towards raising reading proficiency levels among students.

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

By When: August 15, 2023-September 29, 2023

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey results, 72% of teachers agreed or strongly agreed with the statement "Staff morale is high at my school." Based on the data and the identified contributing factors of limited opportunities to collaborate, lack of communication among staff members, and pressure from high-stakes testing.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of team building activities, 75% of teachers (a 3 percentage-point increase) will agree or strongly agree with the statement "Staff morale is high at my school" on the 2023-2024 School Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

To monitor staff morale, department chairpersons will engage in ongoing conversations with colleagues to discuss various aspects of the school environment, including communication, collaboration, and job satisfaction.

Person responsible for monitoring outcome:

Kimberly Simmons (ksimmons@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Staff Morale, our school will focus on the Evidence-based intervention of: Team Building Activities.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Team building activities that emphasize common goals and values can foster a sense of purpose and unity. When team members feel aligned with the organization's mission, their morale tends to improve.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create opportunities for teachers from different grade levels to collaborate during vertical planning sessions. As a result, teachers will work together to enhance curriculum and instruction while fostering a culture that encourages continued improvement.

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

By When: August 15, 2023-September 29, 2023

Involve staff members in the planning and execution of school-wide events like assemblies, fundraisers, or cultural celebrations. As a result, staff members will feel valued, supported, and empowered to propose and align initiatives that align with school-wide goals.

Person Responsible: Rayda Dziri (r_gonzalez@dadeschools.net)

By When: August 15, 2023-September 29, 2023

Recognize the accomplishments of teachers and staff members ("Super Seagulls") during morning announcements. As a result, the school will create a positive and uplifting atmosphere that enhances staff morale.

Person Responsible: Rayda Dziri (r_gonzalez@dadeschools.net)

By When: August 15, 2023-September 29, 2023

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey results, 58% of students agreed or strongly agreed with the statement "Students in my school usually follow school rules." Based on the data and the identified contributing factors of: lack of clear communication of rules and consequences, inadequate parental support, and ineffective disciplinary strategies.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Character Education, 65% of students (a 7 percentage-point increase) will agree or strongly agree with the statement "Students in my school usually follow school rules" on the 2023-2024 School Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

To monitor the effectiveness of character education, administrators will engage in meaningful conversations with teachers and discuss students' behavior, track disciplinary incidents recorded on District Student Information System (DSIS), and collaborate with the school counselor to assess students' behavior.

Person responsible for monitoring outcome:

Eva Ravelo (pr1081@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Character Education, our school will focus on the Evidence-based intervention of: Values Matter.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Values Matter is an educational movement that supports the social, emotional, and ethical development of students. It is the proactive effort by schools, districts, and states to instill important core, ethical, and performance values such as caring, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Recognize and rewards students for displaying positive values and behaviors ("Super Seagulls") during morning announcements. As a result, students will be motivated to consistently uphold desired behaviors.

Person Responsible: Rayda Dziri (r_gonzalez@dadeschools.net)

By When: August 15, 2023-September 29, 2023

Establish a token or point system where students earn points for displaying positive behaviors like kindness, respect, responsibility, and teamwork. As a result, students will be positively reinforced to engage in behaviors that align with the school's values and goals.

Person Responsible: Alexandra Rey (arey@dadeschools.net)

By When: August 15, 2023-September 29, 2023

Promote "Values Matter," District's comprehensive character education curriculum that is integrated into various subjects and grade levels. As a result, students will be provided with the tools and skills they need to succeed academically, socially, and emotionally.

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

By When: August 15, 2023-September 29, 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

NA

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to 2022-2023 STAR PM data, 50% of students currently enrolled in Grades 3 scored below the 40th percentile in Reading. Based on the data and the contributed factors limited proficiency of English language, inadequate fluency, and limited comprehension, our Instructional Practice will be: Academic Vocabulary Instruction.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to 2022-2023 FAST PM data, 51% of students currently enrolled in Grade 5 did not demonstrate proficiency in Reading on the FAST PM 3 assessment. Based on the data and the identified contributing factors of: limited proficiency of English language, struggle to comprehend complex texts, and limited exposure to a diverse range of words, our Instructional Practice will be: Academic Vocabulary Instruction

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of Academic Vocabulary Instruction, there will be a 3 percentage-point increase (from 50% to 53%) of students demonstrating proficiency on the 2023-2024 Grade 3 FAST PM 3 Reading assessment administered in the Spring.

Grades 3-5 Measurable Outcomes

With the implementation of Academic Vocabulary Instruction, there will be a 3 percentage-point increase (from 49% to 52%) of students demonstrating proficiency on the 2023-2024 Grade 5 FAST PM 3 Reading assessment administered in the Spring.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

To monitor the successful implementation of Academic Vocabulary Instruction, Administrators will conduct classroom observations to evaluate how teachers are incorporating academic vocabulary into instruction (explicit instruction, context clues, graphic organizer, technology, word walls). Additionally, administrators will aggregate data from i-Ready, Performance Matters, and Reading Horizons/Elevate to measure how students are progressing In the content area of vocabulary.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Nunez, Vivian , 282112@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the targeted element of ELA, our school will implement the evidenced-based practice of: Academic Vocabulary Instruction.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Academic vocabulary instruction refers to the deliberate and systematic teaching of words and phrases that are commonly used in educational settings. These words often have specific meanings in various subject areas and are essential for students to comprehend and express complex ideas effectively. Since many students are still mastering the English language and have a limited vocabulary, the implementation of Academic Vocabulary Instruction aims to equip students with the language skills they need to succeed in academically.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership: Curate resources for teachers, including vocabulary lists, support academic vocabulary instruction. Literacy Coaching: Regularly meet with teachers to discuss their literacy goals, challenges, and strategies and adjust instruction and resources to meet the needs of students Assessment: Help teachers analyze assessment data to identify areas of improvement for individual students and the class as a whole. Professional Learning: Arrange for experienced ELA teachers to conduct model lessons in classrooms, demonstrating effective teaching techniques for teachers demonstrating difficulty with instruction.	Nunez, Vivian , 282112@dadeschools.net
Literacy Leadership: Administrators will utilize observation tools during classroom walkthroughs to evaluate the integration of Academic Vocabulary Instruction: review student notebooks for evidence of definitions, synonyms, antonyms, context. Literacy Coaching: Select ELA teachers will participate in the District's Instructional Coaching Academy (iCAD) and attend monthly professional development, and subsequently disseminate information and resources during grade-level/department meetings. Assessment: Track students' growth and mastery of vocabulary words using data from the STAR/FAST and i-Ready diagnostic assessments. Professional Learning: Provide teachers with resources to assist with the implementation of Reading Horizons/Elevate intervention program, and assigning individual lessons on the i-Ready platform to reinforce vocabulary skills	Nunez, Vivian , 282112@dadeschools.net
Literacy Leadership: The Literacy Leadership Team (LLT) will work collaboratively to review students' literacy data to drive instructional decisions Literacy Coaching: Members of the School Leadership Team (SLT) will observe teachers' classroom instruction and provide teachers with feedback and suggestions for improvement Assessment: Recognize and celebrate students' progress and achievements in reading, fostering a positive attitude towards learning Professional Learning: Provide teachers with information regarding District provided professional learning opportunities to improve instruction	Nunez, Vivian , 282112@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Coral Terrace Elementary will disseminate the SIP through a variety of ways: Faculty meetings, Title I meetings and workshops, on the school's website (CTE.DADESCHOOLS.NET), electronically through

applications including Class Dojo, and hard copies in the main office. Additionally, EESAC members will monitor and evaluate the school's progress during monthly meetings and will participate in the review and reflection process during Phase III and V of the SIP process.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will establish clear and open communication channels, including regular newsletters, emails, and a dedicated section on the school website where parents can access important information, announcements, and updates. On August 30, 2023, the school will host "Back to School" orientation to welcome parents and families, introduce them to the school staff, and familiarize them with the curriculum and school policies. Additionally, regular parent-teacher conferences will be scheduled to provide parents with the opportunity to meet teachers, discuss their child's progress, and address any concerns.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Coral Terrace Elementary will provide Title III tutoring to eligible students (English Language Learners) during the 2023-2024 school year. To ensure English learners receive the necessary support to develop their language skills and succeed academically, Title III tutors will collaborate with students' ELA teachers to align supplemental instruction with targeted benchmarks and standards-based skills.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

NA

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No