

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2008 - 2009 SCHOOL IMPROVEMENT PLAN



School Name: CORAL PARK ELEMENTARY SCHOOL

District Name: Dade

Principal: MARIA NUNEZ

SAC Chair: Maria D. Casanova

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending Board Approval

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Our vision is to honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Citizenship

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Equity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Integrity

We pursue the highest standards in academic achievement and organizational performance.

It is the mission of Coral Park Elementary School, together with the support of the parents and community, to instill values so that each student will become a responsible, confident, and productive citizen.

The principal at Coral Park Elementary provides strong instructional leadership to guarantee all students a solid foundation of knowledge. This also contributes to ensuring student achievement by providing quality education in a safe and nurturing environment.

It is Coral Park Elementary School's mantra for our students to become productive citizens to ensure the students' success in order to enrich themselves, our community, and ultimately, our world.

SCHOOL PROFILE DEMOGRAPHICS

Coral Park Elementary School was built in 1960. It is located on 9.12 acres in central Miami Dade County at 1225 SW 97th Avenue. It consists of ten buildings housing 47 classrooms, a media center, a music

center, a cafetorium, and an 11 classroom concrete building, along with nine portables. At this time we do not have any renovation projects.

The school site sits in an area of growing economics. Various strip malls and stores surround the site. The school sits next to a vast public park, Coral Estates. Numerous homes and some condominiums surround the area. New family growth is evident due to the number of new kindergarten students starting out at our school. Our school has 56 percent of students qualified for free or reduced lunch, signifying a mid-class area. The school services the community by providing before and after-school child care, Saturday school, Gifted Resource, English Language Learners (ELL), inclusion classes with our Students With Disabilities (SWD).

Students' individual needs are met with the assistance of our community partners such as;

BIG BROTHERS/BIG SISTERS MENTORING PROGRAM: The Big Brothers/Big Sisters Vision is a successful mentoring program creating relationships for all children who need and want them. The Big Brothers Big/Sisters Mission is to help children reach their potential through professionally supported, one-to-one relationships with measurable impact.

CHILDREN'S TRUST (after school enrichment program): Recognizing that the needs of children in Miami-Dade County far exceeds the resources and support systems available, The Children's Trust was created by voter referendum in 2002 as a dedicated source of funding to meet those needs. The Trust, the staff, and 33-member board are committed to funding programs that offer the highest possible quality services, with the goals of implementing best practices and improving the lives of children and families in our community. A strong emphasis on active partnerships that move beyond typical mechanisms of collaboration is critical to improving services and access for children and families in Miami-Dade. The Trust encourages creative approaches to coordinating, integrating, and funding services across and within the areas of health, safety, development, and to promote increased parental and community involvement on behalf of all of our children, as an addition to our after-school program.

CORAL ESTATES SOCCER CLUB: The soccer club provides soccer team practice and games for low-economic students in our community.

DRUG AWARENESS RESISTANCE EDUCATION (DARE): D.A.R.E. teaches kids how to recognize and resist the direct and subtle pressures that influence them to experiment with alcohol, tobacco, and drugs. The D.A.R.E. program is introduced to our fifth grade students. A specially trained officer comes into Coral Park and teaches the students.

ENLACE MIAMI (Engaging Latino Communities for Education): A special Kellogg Foundation initiative to foster innovative cooperative partnerships between schools, colleges, communities, businesses, and students to increase opportunities for Hispanic students to pursue a higher education. We currently have a partnership with Florida International University's Engineering Program.

KIDS AND THE POWER OF WORK (KAPOW): KAPOW, a program of the National Child Labor Committee, is a national network of businesses and elementary school partnerships which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom. In addition, students make one visit to the workplace to participate in hands-on activities. KAPOW lays a foundation for young students, introducing them to work related concepts and experiences that can be continually reinforced throughout the formative years. Last year our students participated with Burger King Corporation.

MIAMI CHILDREN'S HEALTH MOBILE: Community Link's Health On Wheels is a self-contained mobile health clinic housed in a 37-foot bus for our students to receive health check-ups.

VOLUNTARY PRE-K PROGRAM (VPK): The program, created after a 2002 constitutional amendment, began requiring a high quality, free, universal pre-K program. Florida's program allows parents of any resident four-year-old to choose among public, private, and faith-based providers for a 540-hour school-year program. Our school has a total of 83 students in three pre-kindergarten classrooms in VPK programs. This is in addition to two SPED pre-kindergarten programs serving special needs children.

Our school serves 998 students from the surrounding neighborhoods. It includes standard curriculum students, 118 SPED students, 280 ELL students, 144 gifted students, and 456 economically disadvantaged students. Our Voluntary Pre-kindergarten Enrichment Program adds 83 students to our enrollment. The student population consists of 94 percent Hispanic, 0.5 percent Black, 4 percent White, and 1.5 percent other. The school maintains a low mobility rate, with a high stability rate of 97.5 percent. No major renovations are planned for the 2008-2009 school year.

Our Performance Groups include 17 percent of our students that scored below Level 3 in the 2008 administration of the FCAT Reading; on the FCAT Mathematics, 14 percent of our students scored below Level 3; and on the FCAT Science, 36 percent scored below Level 3. Coral Park Elementary has met our NCLB subgroup requirements.

Our staff is comprised of 90 full-time staff members; 67 instructional staff and 24 part-time personnel. Our teacher population includes 6 percent White, 6 percent Black, and 78 percent Hispanic. Twelve percent of our staff is male and 88 percent female; 39 percent hold a Master's and/or Specialist's degree. The average years of teaching are 10 years and 11 percent of our teachers are beginning teachers. There are four National Board Certified Teachers.

Coral Park Elementary has a low turn over rate among the teaching staff. We had two teachers transfer to a school closer to their home. This year we have no teachers desiring to transfer or retire. We were able to justify class-size reduction with the hiring of a new teacher.

At no other time have the responsibilities of administration and leadership been so complex, or the need for high expectations been so imperative. In order to prevent any other obstacle, our school has formed a curriculum and leadership team (CT). This team was formed on a voluntary basis to create and allocate instructional and professional development in the curriculum areas of: reading, writing, math and, content, as well as social services provided at the school. It is important to state that this school year. Our curriculum team, which is composed of grade level chairpersons (kindergarten through fifth grades), National Board Certified Teachers, in-house assigned reading, math, and content representatives, will disseminate information to these eight beginning teachers, as well as to the faculty at our school. Our final challenge is to bring the needs of all our subgroups to the forefront, and accommodate students' needs under the No Child Left Behind Act.

Our Leadership Team meets every Thursday, at 7:45 am. It includes: the school principal, assistant principal, grade level and special area chairpersons, as well as other faculty personnel designated for individual subject areas such as; reading, mathematics, writing, science, parental involvement, physical education, United Teachers of Dade, school activities, ELL, media services, and student services.

This year our theme is "Learning...It's What We Are ALL About." According to the Florida School Report, high achievement at Coral Park is attributed to a total school-wide achievement plan. Our unique aspects include Saturday Kids Club; (intensive remediation program), Children's Trust Program which includes after school tutoring and physical education program, small group instruction, weekly assessments and monitoring, as well as the continuation of the highly successful P.A.V.E. program. Coral Park Elementary believes that all students should be loved, should belong, and should become responsible, confident, and productive citizens. These beliefs are the motivation for the school improvement plan and all actions undertaken to implement that plan.

Our pre-k through third grade class size averages 21 students and 20 students for grades four through five. Our SPED children are included in the ratio due to inclusion classes using the co-teaching model. We have a self-contained Varying Exceptionalities class with a 4:1 ratio (8 children with a teacher and an aid).

Coral Park Elementary attendance rate is 96.98 percent. This is a 0.50 percentage point increase from the previous year. In conjunction with our Attendance Review Committee and Connect-Ed, we have been able to concentrate on those students who are absent five or more days.

Our retention rate is at 1.6 percent. According to the Florida Department of Education (FDOE) Statistical Brief, the State retention rate average is 6.8 percent and the District's retention rate average is 6.1 percent.

percent.

Coral Park Elementary is part of the Miami Coral Park Senior High Feeder Pattern along with other neighboring elementary schools (Charles R. Hadley, Sweetwater, E.W.F. Stirrup, Rockway, Seminole, and Banyan). Our school services students from Pre-K to fifth grade. The students feed into Ruben Dario and Rockway Middle Schools who service grades six through eight. Students then feed into the high school, Miami Coral Park Senior High.

Coral Park Elementary has various special programs that assist the school and the students' needs:

ACADEMIC ENRICHMENT PROGRAMS: The Academic Excellence Program (AEP) augments the curriculum for academically talented elementary students. This program stresses skills such as inquiry, reasoning, analysis, and synthesis, which are necessary for success in all subjects. AEP's focus is on the thinking process. In this program, students experience activities for a minimum of four hours per week designed to enhance the development of higher order critical thinking skills as well as their application.

ACCELERATED READER (AR) and STAR: An easy to use computer based tool that inspires all kids to read more and higher leveled books. It combines the best in children's literature with intuitive software that tests comprehension. The software also manages all student records and reliably tracks reading performance. The reading point system establishes a clear program of goals and recognition that motivates students to read more. It builds on reading comprehension skills. It is based on three simple steps: First, select a book (reading levels range from pre-primer through high school). Then, students read the books at their own pace. Finally, they take a computerized multiple-choice test. The students get immediate feedback on their reading comprehension skills in the form of points based on the length, level of the book, and on the student's test score.

ART AND MUSIC CLUB: The Art and Music Clubs at Coral Park Elementary were created for the purpose of involving students in the visual and performing arts through activities outside of class. The clubs welcome any student who has an interest in fine arts as a hobby, music, or who is artistically talented and may be considering a career in art and music. The purpose of the Art and Music Club is for involvement in school and community projects, promoting an appreciation of the fine and performing arts by broadening student exposure in the arts.

ENGLISH LANGUAGE LEARNERS (ELL): Coral Park Elementary students enter school with varied backgrounds in their native languages and different proficiency levels. This program is based on curriculum established by the stages of second language acquisition and development.

EXTENDED FOREIGN LANGUAGE PROGRAM (EFL): This program is designed to accommodate the linguistic needs of students, including those who are English Language Learners (ELL), English acquired as a second language, and/or native English speaking students. Students are instructed using second language strategies as necessary in the same manner that ELL students are provided special instruction in English during the Language Arts time. (Selected classrooms-Grades K-4).

EXTENDED LEARNING: The Coral Park Tutorial Program is designed to provide additional support to struggling students in second through fifth grade who have been identified as showing low proficiency levels in reading and math. The tutoring model consists of direct, individual instruction in struggling benchmarks and clusters.

FCAT EXPLORER: An internet based software application that assesses students reading, math, and science skills. It also offers remediation lessons and activities as needed. This application is intended for students in third through fifth grade and helps familiarize students with FCAT style questions and critical thinking activities.

GIFTED: The mission of the Language Arts Gifted Program is to nurture academically talented students through their language arts, reading, and social studies time period that provide for the maximum development of each student's academic talents as demonstrated by a need for differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative.

LEARNING TODAY: K-5 reading and math curriculum is research-based, and aligned with state and national education standards. It provides students with explicit instruction – which means that each lesson includes an interactive tutorial before the student is asked to perform or demonstrate skill proficiency. The Learning Today content is provided in engaging, interactive and high impact learning environment, and students work with real world, relevant examples. This program is being utilized in our school for students with disabilities.

READ 180: An intensive reading intervention program that helps educators confront the problem of adolescent illiteracy on multiple fronts, using technology, print, and professional development. READ 180 is proven to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

READING PLUS COMPUTER PROGRAM: A comprehensive, evidence based software solution for reading assessment and improvement that develops foundational fluency skills for students of all ages. It is the result of over 70 years of research and development in the area of reading improvement technology. Reading Plus addresses all the elements of reading cited by the National Reading Panel including: Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency.

RIVERDEEP DESTINATION MATH and READING: An Internet portal hosted at the District Office to help our children practice reading and math skills. This program is available for all Coral Park students from pre-kindergarten to fifth grade. All Coral Park Elementary teachers will be using Destination Riverdeep Math and Riverdeep Reading this year. Students will use a username and Password to gain access to the site. Teachers will provide the students with this information. The Riverdeep Math and Reading program provides tutorials for reviewing math content and skills for students to practice on line. Riverdeep Destination Math and Destination Reading are easily accessible both at home and at school.

SPORTS AND DANCE PROGRAMS: Through the Before/After School Care: In this increasingly competitive information age and creative economy, knowledge and skills in the arts and music are important in their own right. The integration of the arts into after school programs helps build and reinforce important student learning. Not only does it help strengthen teamwork, responsibility, persistence, self-discipline, and presentation skills, but arts education can also promote learning in core subjects such as reading, writing, and math.

STUDENTS IN SPECIAL EDUCATION (SPED): Inclusion means that all students, regardless of handicapping condition or severity, will be in a regular classroom program full-time. All services must be provided to that child in a general education setting. It should be understood that there often is a philosophical or conceptual distinction made between mainstreaming and inclusion.

STUDY ISLAND: An internet based software application that assesses students reading, math, and science skills then assigns remediation lessons and activities as needed. This application is intended for students in second through fifth grade and helps familiarize students with FCAT style questions and critical thinking activities.

Various grants have been awarded to Coral Park Elementary this year including; the Title III tutoring grant, which provides free tutoring before and after-school for ELL students, and a Children's Trust Grant, through Florida International University to provide tutoring and physical education to at-risk students.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

NA

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

NA

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

NA

[No Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

NA

School Wide Improvement Model

Note: Required for Title I

NA

NCLB Public School Choice

Note: Required for Title I

NA

[No Attached Public School Choice Notice to Parents file](#)

[No Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

Our school currently has over 80 students in our Pre-Kindergarten classes. Our goal is to ensure that every student acquires the necessary social and academic skills to succeed once they enter Kindergarten. Our teachers incorporate lessons daily on the expected classroom behavior, how to gather materials and supplies, greeting others, sharing, making new friends, and following instructions. Teachers also familiarize students with our building when walking them to lunch, the Media Center, or the playground. Academic skills are also taught and many Pre-K students are able to read and phonetically write sentences by the last quarter.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

NA

Parental Access and Support

NA

Applied and Integrated Courses

NA

Course Choice Based on Student Goals / Interests / Talent

NA

Master Schedules Based on Student Needs

NA

Academic and Career Planning

NA

GOALS

Goal: Reading

*Note: Required for Title I
Scroll down for school data

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- *Needs Assessment:** All of our student subgroups met AYP targets, 75% of our lowest 25% demonstrated learning gains, and 70% of students made learning gains this year.
- The FCAT Reading data for the previous 3 years indicates that 90 percent of students are meeting high standards in reading. During the 2008 FCAT administration students demonstrated an increase of 3 percentage points when compared to the 2007 administration and an increase of 1 percentage point when compared to the 2006 administration.
- Coral Park Elementary School conducted an analysis of the 2008 FCAT Reading data in grade levels three through five. The data revealed that 17 percent of students in grades three through five are reading below grade level as evidenced by scores below Level 3. In all three grade levels, third through fifth grade, the average percent of students scoring at Level 3 or above was at 83 percent, while the best performance was demonstrated by the third grade students with 92 percent scoring Level 3.
- An in-depth analysis of each grade showed the following:
- In grade three, 8 percent of the students are reading below grade level. The third grade students are most successful with Main Idea (82 percent), Comparisons (80 percent), and Reference and Research (80 percent). However, these students need additional help with Words/Phrases (75 percent). As a result, teachers will infuse their lessons with more emphasis on vocabulary skills, using context clues and multiple meanings. Graphic organizers for Main Idea and Comparisons will be emphasized.
- In grade four, 19 percent of the students are reading below grade level as

evidenced by scores on the 2008 Reading FCAT administration. These students have made the most success in Reference/Research (75 percent). However, these students need additional help in Comparisons (67 percent), Words/Phrases (71 percent) and Main Idea (71 percent). As a result, lessons will focus on providing students with further assistance and other techniques to strengthen their weaknesses.

In grade five, 25 percent of the students are reading below grade level as evidenced by scores on the 2008 Reading FCAT administration. These students have made the most success in Words/Phrases (75 percent) and Main Idea (72 percent). However, these students need additional help in Comparisons (71 percent) and Reference/Research (60 percent). They will continue working on meeting each student's needs through supplemental reading reference materials and graphic organizers.

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- * Objective:** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 1 percentage point on the 2009 administration of the FCAT Reading Test as compared to the 2008 administration of the FCAT Reading Test.
- * Strategies:**
- Utilize the Student Performance Indicator (SPI) to disaggregate and analyze reading test data trends of students in grades three through five to provide instructional focus.
 - Continue CRISS Strategies at all levels to assist students in reading comprehension and vocabulary development.
 - Continue the Continuous Improvement Model (CIM) school wide to ensure student achievement in reading.
 - Utilize the South Central Regional Center Data Debriefing Protocols to analyze student performance data for Quarterly Tests and ongoing assessments as part of the CIM.
 - Identify Level 1 and 2, SPED, and ELL students on the FCAT Reading Test to provide tutorial intervention services before, during, after school and Saturday Academy, emphasizing the content areas of Words/Phrases and Reference/Research.
 - Utilize a parent contract in which parents will commit to reading with their children at least thirty (30) minutes daily.
 - Utilize Accelerated Reader (AR) and STAR in grades three through five to monitor student independent reading comprehension progress as evidenced by individual book tests results.
 - Attend Professional Development for technology initiative such as Riverdeep, Study Island, FCAT Explorer, DIBELS (using a Palm Pilot), and the Electronic Grade Book.
- * Evaluation:**
- 2009 FCAT Reading Test
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used for grades K through three and FCAT Reading Level 1 and 2 students in grades four and five.
 - Tutoring Pre/Post Tests
 - STAR Assessment Results
 - Quarterly Tests
 - Fast Forward
- * Evidence-based Program(s):**
- Houghton Mifflin, 2003 Edition
 - Early Success
 - Soar to Success

- Read 180 (After School Program)
- Waterford Early Learning
- Compass Learning
- Voyager Passport Program
- Reading Plus
- August - Differentiated Instruction for Student Achievement
- Aug-Jan - IPEGS
- September - Reading Plus
- September - DIBELS Handheld Device Training Assessment Team
- Sept-May - Ready Schools Miami
- Sept-May - Highly Effective Educational Practices in CPE
- October - Study Island
- October - Riverdeep
- Nov-Jan - Book Study for CPE Staff
- Dec-Jan - Autism - Classroom Strategies
- January - FCAT/SAT Reading Test-Prep
- February - FCAT Explorer
- March - Effective Test Taking Strategies & Administration Procedures
- April - Reading Articulation by grade-levels

***Professional Development:**

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Study Island	General	\$3,500.00
Reading Plus	General	\$5,000.00
Total: \$8,500.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$8,500.00		

***Non-Highly Qualified Instructors:** NA

Goal: Mathematics

*Note: Required for Title I
Scroll down for school data

***Needs Assessment:** All of our student subgroups met AYP targets, 66% of our lowest 25% demonstrated learning gains, and 71% of students made learning gains this year.

The FCAT Mathematics data for the previous 3 years indicates that 92 percent of students are meeting high standards in mathematics. During the 2008 FCAT administration students demonstrated an increase of 2 percentage points when compared to the 2007 administration and an increase of 2 percentage points when compared to the 2006 administration.

Coral Park Elementary School conducted an analysis of the 2008 FCAT Mathematics data based on grade levels three through five. The data revealed that 14 percent of the students in grades three through five are working below grade level in mathematics as evidenced by scores below Achievement Level 3.

An in-depth analysis of each grade showed the following:

In grade three, 7 percent of the students in grade three are working below grade level in mathematics. These students have made the most success in Geometry and Spatial Sense (86 percent) and Data Analysis and Probability (86 percent), Algebraic Thinking (83 percent), Number Sense (83 percent), and Measurement (75 percent) As a result, students will continue to strive for high standards.

In grade four, 11 percent of the students are working below grade level in mathematics. These students have made the most success in Data Analysis and Probability (86 percent), Measurement (75 percent), and Number Sense (73 percent). Data indicates the need to focus on Geometry and Spatial Sense (71 percent), and Algebraic Thinking (71 percent). Teachers will continue to work on these strands through math guided groups.

Lastly, in fifth grade, 25 percent of the students are working below grade level in mathematics. These students have made the most success in Data Analysis and Probability (67 percent). However, these students need additional help in n Number Sense (54 percent), Measurement (64 percent), Algebraic Thinking (64 percent), and Geometry (62 percent). The data indicates a need for additional instruction in order to increase student achievement

***Objective:** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 1 percentage point on the 2009 administration of the FCAT Mathematics Test as compared to the 2008 administration of the FCAT Mathematics Test.

***Strategies:**

- Utilize weekly assessment practice tests (teacher made or research based) to monitor individual strengths and weaknesses. In addition, these weekly assessments will help develop test taking skills using FCAT type questions.
- Continue the Continuous Improvement Model (CIM) school wide to ensure student achievement in mathematics.
- Utilize a math journal to be used for problem solving skills where students are required to think, solve, and explain mathematics problems. The math journal will also be used to write, define, and illustrate mathematics concepts and vocabulary.
- Utilize South Central Regional Center Data Debriefing Protocols to analyze student performance data for Quarterly Tests and ongoing assessments as part of the CIM.
- Focus on the After school programs such as Academic Excellence Program (AEP) to focus on enhancing critical and logical thinking skills for students in grades two through five, at or above grade level.

- Identify low performing students as well as, Levels 1 and 2, SPED, and ELL students for the purpose of providing tutorial intervention services during Saturday School emphasizing all the mathematics benchmarks.

- Utilize the Student Performance Indicator (SPI) to disaggregate Math FCAT Test data and guide instruction of students in grades three through five.

***Evaluation:**

- 2009 FCAT Mathematics Test
- Harcourt Mathematics assessments
- Tutorials - Pre and Post Tests

***Evidence-based Program(s):**

- Quarterly Tests
- Harcourt Mathematics, 2004 Edition

***Professional Development:**

- August - Differentiated Instruction for Student Achievement
- Aug-Jan - IPEGS
- Sept-May - Ready Schools Miami
- Sept-May - Highly Effective Educational Practices in CPE
- September - Mathematics Journey through Literature Workshop (AEP)
- October - Study Island
- October - Riverdeep
- November - Gifted Mathematics and Science Workshop for teachers
- November - Chess Strategies for Critical Thinking
- Dec-Jan - Autism - Classroom Strategies
- January - FCAT/SAT Mathematics Test-Prep
- February - FCAT Explorer
- March - Effective Test Taking Strategies/Administration Procedures
- April - Mathematics Articulation by grade-levels

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Academic Excellence Program	Other	\$13,000.00
		Total: \$13,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$13,000.00

***Non-Highly Qualified Instructors:** NA

Goal: Writing

*Note: Required for Title I
Scroll down for school data

* Needs Assessment:	<p>The FCAT Writing data for the previous 3 years indicates that 93 percent of students are meeting high standards in mathematics. During the 2008 FCAT administration students demonstrated a decrease of 5 percentage points when compared to the 2007 administration and an increased of 2 percentage points when compared to the 2006 administration.</p> <p>FCAT Writing results indicate that 89 percent of our fourth grade students met the current expository and narrative writing state mastery standards of scoring a 3.5 or higher on the 2008 FCAT Writing +Test.</p> <p>Data also indicates a decrease of twelve percentage points in the percent of fourth grade students scoring a 4.0 or higher, from the 88 percent during the 2007 administration to 76 percent during the 2008 administration.</p> <p>After reviewing our data from the 2007 FCAT Writing + Test, we need to increase the percentage of students meeting the state mastery in expository and narrative writing by following a school wide writing plan and integrating writing with other subjects.</p>
* Objective:	<p>Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 94 percent or more of students meeting high standards on the 2009 FCAT Writing+.</p>
* Strategies:	<ul style="list-style-type: none"> - Implement a school wide writing plan to improve students writing skills, grammar, and creative writing abilities. - Provide and utilize graphic organizers and flow charts for students to plan and enhance pre-writing skills. - Utilize a student writing journal in 4th grade, as a method of promoting fluency, creativity, and self expression in the area of writing and provide writing and grammar opportunities. - Provide small group and/or one-to-one instruction for fourth grade students to target deficiencies in writing. - Utilize South Central Regional Center Data Debriefing Protocols to analyze student performance data for Quarterly Tests and ongoing assessments as part of the CIM. - Continue the Continuous Improvement Model (CIM) school wide to ensure student achievement in writing. - Conduct parent workshops in English and Spanish to improve parent skills, specifically in expository writing, and to assist parents in helping their children develop better writing abilities. - Administer a pre/post narrative and expository test to all students in grades one through five to monitor student progress.
* Evaluation:	<ul style="list-style-type: none"> - Scores of the 2009 Florida Writing+ Test. - Monthly assessments. - Pre/Post Writing Assessments
* Evidence-based Program(s):	<ul style="list-style-type: none"> - Houghton Mifflin English Series - Houghton Mifflin Edition Reading Series, 2003 Florida Edition
* Professional Development:	<ul style="list-style-type: none"> Aug-Jan - IPEGS Sept-May - Ready Schools Miami Sept-May - Highly Effective Educational Practices in CPE October - In-house training for fourth grade teachers October - Creating Independence through Student-owned Strategies

(CRISS)
 November - Writing Intervention Strategies
 Dec-Jan - Autism - Classroom Strategies
 January - FCAT Writing Test-Prep
 February - Effective Test Taking Strategies/Administration Procedures
 March - Writing Articulation with third grade teachers

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Before/After School Tutoring	CMI	\$6,000.00
		Total: \$6,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Writing workshop for parents	Other	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,000.00

End of Writing Goal

Goal: Science

*Note: Required for Title I
 Scroll down for school data

- *Needs Assessment:** The FCAT Science data for the previous 3 years indicates that 73 percent of students are meeting high standards in science. During the 2008 FCAT administration students demonstrated an increase of 8 percentage points when compared to the 2007 administration.

 The results of the 2007 FCAT Science Test indicates 64 percent of our fifth grade students achieved a score of Level 3 and above. The fifth grade students made gains in the Earth and Space Science (64 percent), Life and Environmental (69 percent), Physical and Chemical (67 percent), as well as Scientific Thinking (67 percent). We will continue to apply the scientific processes to problem solving, recognizing patterns and systems, and understanding the impact of technology on society.
- *Objective:** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2009 FCAT Science Test as compared to the 2008 administration of the FCAT Science Test.
- *Strategies:** - Continue the Continuous Improvement Model (CIM) school wide to ensure student achievement in science.

- Provide parent workshops based on the Science Sunshine State Standards, with emphasis on Earth and Space Science and Scientific Thinking to reinforce science skills.

- Provide an FCAT Science Festival, so that students can have various "hands-on" experiences with the Scientific Method.

- Utilize the South Central Regional Center Data Debriefing Protocols to analyze student performance data for District Interim Assessments and ongoing assessments as part of the CIM.

- Incorporate inquiry-based science experiments into classroom instruction in order to improve their understanding of science process skills in pre-kindergarten through fifth grade.

- Continue with the Science@Home program in grade five, in conjunction with our parent contract in which parents will commit to work with their children to reinforce science skills.

- Teachers in grades three through five will apply appropriate reading comprehension strategies aligned with priority objectives using science informational text.

***Evaluation:**

- 2009 FCAT Science Test

- Quarterly performance-based assessments created by teachers

- Formative benchmark assessments created by teachers will be administered to students in grades three through five on a biweekly schedule

- District Interim assessments for grades four and five

- Scott Foresman Science, 2007 Edition

***Evidence-based Program(s):**

***Professional Development:**

Aug-Jan - IPEGS

Sept-May - Ready Schools Miami

Sept-May - Highly Effective Educational Practices in CPE

September - Scott Foresman Workshop

October - Study Island

October - Riverdeep

November - Gifted Mathematics and Science Workshop for teachers

November - Chess Strategies for Critical Thinking

Dec-Jan - Autism - Classroom Strategies

January - FCAT/SAT Science Test-Prep

February - FCAT Explorer

March - Effective Test Taking Strategies/Administration Procedures

April - Science Articulation with fourth grade

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science@Home Projects	Other	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Science Parent Workshops and Fairs	CIM	\$1,800.00
		Total: \$1,800.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,300.00

* Non-Highly Qualified Instructors: NA

End of Science Goal

Goal: Parental Involvement

* Note: Required for Title I

*** Needs Assessment:** Our data has indicated that 17 percent of the parents enrolled in the Parent Academy in 2007 – 2008 school year. Partnering with higher education academicians, K-12 practitioners, actively engaged parents, and the public and private sectors. The Parent Academy will offer Miami-Dade County Public Schools and Coral Park Elementary parents the opportunity to enjoy an academic collegiate environment to learn how to help their children succeed. Partnering with higher education, the goal is to have buildings, facilities, and resources harnessed to open college classrooms to parents across the county. Within these walls of higher learning, parents will be offered a myriad of classes.

*** Objective:** Increase parental enrollment in the Parent Academy from 17 percent to 22 percent through the implementation of on-site parent, teacher, and student activities during the 2008-2009 school year as affirmed by enrollment documentation.

*** Strategies:**

- Conduct Parent Seminars with the Parent Academy to inform parents of different topics they can utilize to assist their child, while updating parents about current events with the school and community.
- Conduct parental informational workshops for Grade 2 to provide parents with strategy awareness to ensure success on the SAT.
- Conduct Parent Informational FCAT Workshops for Grades 3- 5 to make parents aware of FCAT requirements.
- Conduct a "Back to School Night and Resource Fair" for all parents, to inform them of teacher expectations.
- Conduct Parent workshops to train parents to better assist their child's learning at home for Pre-Kindergarten, first, and second grades.
- Expand the Parent Volunteer Program through P.A.V.E. with parent and teacher collaboration, and register all parents through the volunteer program.

*** Evaluation:** -Parent Academy Sign-in forms

*** Evidence-based Program(s):** N/A

*** Professional Development:** - The faculty and staff will educate parents on the following programs and resources offered to the families in our community:

- Parent Resource Center

- School volunteers
- Parent Academy
- Bilingual Parent Outreach Program
- Parent Teacher Association
- Room Parent monthly meetings

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent workshops and materials	Other	\$3,200.00
		Total: \$3,200.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,200.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	The most recent data supplied from the FLDOE indicates that in 2006-2007, Coral Park Elementary ranked at the 74th percentile of the State of Florida Return on Investment (ROI) index, which demonstrates a decrease of 18 percentage points when compared to 2005-2006.
Objective:	Coral Park Elementary School Return On Investment (ROI) percentile ranking will increase by at least 5 percentage points.
Strategies:	<ul style="list-style-type: none"> - Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. - Consider shared use of facilities, partnering with community agencies. - Big Brother and Big Sister Mentoring Program will mentor and tutor students, as well as lower teacher-students ratio. - Collaborate with the district on resource allocation. - Become more informed about the use of financial resources in relation to school programs.

ADDITIONAL GOALS

No Additional Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading			\$0.00
Mathematics	Academic Excellence Program	Other	\$13,000.00
Writing	Before/After School Tutoring	CMI	\$6,000.00
Science	Science@Home Projects	Other	\$1,500.00
Parental Involvement	Parent workshops and materials	Other	\$3,200.00
			Total: \$23,700.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Study Island	General	\$3,500.00
Reading	Reading Plus	General	\$5,000.00
			Total: \$8,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Writing workshop for parents	Other	\$1,000.00
Science	Science Parent Workshops and Fairs	CIM	\$1,800.00
			Total: \$2,800.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$35,000.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

Our school's EESAC/ School Advisory Council is comprised of administrators, teachers, parents, a Florida International University representative, and a Dade Partner (business community liaison). The EESAC meets on a monthly basis to approve and, in turn, inform the school community of school events, special activities, goals, and objectives that impact our students and our school in the following areas:

The monies allocated by the state were approved by EESAC for support staff, materials, and equipment to enhance students' academic performance and augment the Extended Foreign Language Program and the specific individual needs of our students.

Budget:

EESAC recommended the attendance and promotion of parent/teacher workshops, which are conducted at our school site. They agreed with the school's recommendation to continue school-wide staff development in reading, writing, mathematics, and science.

Training:

In addition to classroom materials, EESAC had the opportunity to preview books, workbooks, computer software, and supplies which were obtained to further assist students who are working at a lower academic level and supported the tutorial programs in reading, writing, and mathematics.

Instructional Materials:

EESAC was made aware of the technological provisions that existed at our school. Our school consists of a minimum of three computers with Internet access and a minimum of one printer per intermediate classroom. Also, the Media Center houses 33 computers with Internet access and two laser printers which are accessible to students, parents, and staff. Finally, our school maintains two computer laboratories with twelve computers each, with Internet access, and a printer, smart boards, and various peripheral hardware to enhance the learning environment. An abundance of software is made available in the Media Center to compliment the instructional activities across every academic area.

Technology:

The EESAC recommended the continuation of the expansion of the Accelerated Reader Program by purchasing more quizzes to enhance the students' reading progress.

Staffing:

EESAC recommended the continuation of the process of School Support Team and the counseling programs that are provided at our school. The school's counselor, psychologist, speech therapist, and social worker, work together to meet the students' needs on an individual basis.

Student Support Services:

EESAC recommended that all staff members be cognizant of all new employees and volunteers. They also supported the recommendations of hiring paraprofessionals, hourly certified teachers, and retired teachers to enhance the tutoring program.

SAC Members

Members

- 1) Maria F. Nuñez, Principal
- 2) Maria D Casanova, SAC Chair
- 3) Michael Sorriano, Student
- 4) Andrew Casanova, Student

- 5) Isa Suarez-Garcia, Teacher
- 6) Carla Hernandez, Teacher
- 7) Jeanine Verde, Teacher
- 8) Rachel Yedo, Teacher
- 9) Marie Meilan, Teacher
- 10) Maritza Kirou, Teacher
- 11) Eduardo Hernandez, Business Member
- 12) Ernesto Mendez, Business Member
- 13) Lou Confessore, Business Member
- 14) Valeria Rodriguez, Parent
- 15) Carlos M. Yedo, Parent
- 16) Terry Sorriano, Parent
- 17) Uwaldo Diaz, Parent
- 18) Rebecca Soto, Parent
- 19) Alfredo Suares, Parent
- 20) Alan Sorriano, Parent
- 21) Lourdes Juncadella, School Support Personnel
- 22) Maria Vior Otero, School Support Personnel
- 23) Bonifacio Ramos, Union Steward

IMPLEMENTATION EVALUATION

Educational Excellence School Advisory Council (EESAC) committee will receive on-going reports on the status of the implementation of the School Improvement Plan (SIP). A mid-year review of the implementation of the current SIP will be conducted in order to assess where resources need to be targeted for the remainder of the school year. Additionally, a progress assessment meeting will be scheduled at the end of the school year. In attendance will be the school principal, the EESAC chairperson, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative. At this meeting, the EESAC will make a presentation of findings. Included in the presentation are data elements that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in next year's SIP. Staff at Coral Park Elementary School will review the status of the SIP objectives and strategies in order to collaborate with the EESAC committee in determining how students' achievement will be addressed next school year.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
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	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

2008-2009 Florida School Improvement...
 Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

End of Baseline Data Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Dade CORAL PARK ELEMENTARY SCHOOL 1001													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 473 Math: 473		2007-2008 School Grade ¹ : A			Did the School make Adequate Yearly Progress?		YES													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	84	Y	87	Y			Y			NA	17	16	NA	13	13	NA	79	NA	83	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
HISPANIC	100	Y	100	Y	84	Y	86	Y			Y			NA	17	16	NA	14	14	NA	79	NA	83	NA		NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	81	Y	83	Y		92	Y			NA	19	19	NA	15	17	NA	81	NA	81	NA		NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	75	Y	79	Y			Y			NA	28	25	NA	19	21	NA	79	NA	83	NA		NA
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA		NA		NA		NA

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Dade CORAL PARK ELEMENTARY SCHOOL 1001													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 460 Math: 460		2006-2007 School Grade ¹ : A			Did the School make Adequate Yearly Progress?		YES													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	83	Y	87	Y			Y			NA	18	17	NA	14	13	NA	80	NA	72	NA		NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
HISPANIC	100	Y	100	Y	83	Y	86	Y			Y			NA	18	17	NA	15	14	NA	80	NA	72	NA		NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	81	Y	85	Y			Y			NA	19	19	NA	17	15	NA	79	NA	71	NA		NA
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	72	Y	81	Y			Y			NA	34	34	NA	18	19	NA	75	NA	76	NA		NA
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA			NA			NA			NA	24		NA		NA		NA		NA

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Dade CORAL PARK ELEMENTARY SCHOOL 1001							
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)								Read: 493 Math: 493		2005-2006 School Grade ¹ : A			Did the School make Adequate Yearly Progress? ⁵			YES				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL ⁴	100	Y	100	Y	85	Y	86	Y			Y			NA	18	15	NA	15	14	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA
BLACK		NA		NA		NA		NA			NA			NA			NA			NA
HISPANIC	100	Y	100	Y	85	Y	85	Y			NA			NA	18	15	NA	15	15	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	84	Y	83	Y			NA			NA	22	16	NA	17	17	NA
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	78	Y	82	Y	93		NA			NA	24	22	NA	18	18	NA
STUDENTS WITH DISABILITIES	99	Y	99	Y	76	NA	76	NA			NA			NA			NA	23	24	NA

SCHOOL GRADE DATA

Dade School District CORAL PARK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	92%	93%	73%	348	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	71%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	66% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					627	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District CORAL PARK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	90%	96%	65%	338	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	64%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	63% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					610	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District CORAL PARK ELEMENTARY SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	89%	90%	97%	276	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.	
% of Students Making Learning Gains	76%	74%		150	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	72% (YES)			72	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .	
Points Earned				498		
Percent Tested = 100%					Percent of eligible students tested	
School Grade				A	Grade based on total points, adequate progress, and % of students tested	