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School Number and Name: 2361 Hialeah Elementary School

School Performance Excellence Plan

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High School Feeder Pattern: *Miami Springs Senior*

Region: *III* Board District #: *5*

The Miami-Dade County Public Schools School Performance Excellence Plan meets all of the requirements of the Florida Department of Education regarding School Improvement Plans as set forth in statute and State Board of Education Administrative Rules.



Miami-Dade County Public Schools

SCHOOL PERFORMANCE EXCELLENCE PLAN

EXECUTIVE SUMMARY

Hialeah Elementary School

Hialeah Elementary School is located at 550 E. 8th Street, Hialeah, Florida, with a student population of 964 children. The student population is composed of 83 percent Hispanic, 9 percent Black, 7 percent White and 1 percent Other. Hialeah Elementary is the hub of the community with outstanding parental involvement in all school activities.

The staff of Hialeah Elementary School has carefully reviewed a variety of data, such as Demographic and Academic Profiles, FCAT Reading, Writing, Math and Brigance testing results, School Report Card and the School Improvement Plan results from 2000-2001. In accordance with this, the Hialeah Elementary Staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as schoolwide priorities for the 2001-2002 school year.

The staff of Hialeah Elementary School, through its school improvement initiatives, intends to take a proactive role by preparing all students to become technologically literate, and to be better prepared to enter the challenging workforce of the 21st century.

The staff, parents and community of Hialeah Elementary School believe that all students can learn and achieve mastery of fundamental skills. Together, we will strive to develop each student's academic, social, physical and emotional potential thus creating productive citizens in our multicultural and changing world.

Given instruction using the Comprehensive Reading Plan, students in grade four will improve their reading skills as evidenced by a minimum of 50 percent of the students scoring at or above FCAT Achievement Level 3 on the Florida Comprehensive Assessment Test administered in 2002.

Given instruction using the Competency-Based Curriculum, students in grade four will improve their writing skills by a minimum of 67 percent of the students scoring "3" or above on the Florida Comprehensive Assessment Test administered in 2002.

Given instruction using the Competency-Based Curriculum, students in grade five will improve their mathematics skills as evidenced by a minimum of 50 percent of the students scoring at or above FCAT Achievement Level 3 on the Florida Comprehensive Assessment Test administered in 2002.

In conclusion, the staff at Hialeah Elementary School has taken an in-depth look at what has to be done to foster and improve the overall quality of our students' education. Taking into account such pertinent components of an effective school such as demographic and academic profiling, FCAT Reading, Writing and Math scores, Brigance Testing results and report cards, the school has set high objectives for its students and staff. By working together with the entire community, the staff here at Hialeah Elementary is certain that we can have a profound effect on the way we prepare all students to meet the ever changing challenges of this multicultural world.

VISION

Hialeah Elementary School, taking into account the many different cultures that are represented in its student body, is dedicated to providing quality education to those students that attend. The dedicated staff at Hialeah Elementary encourages community involvement. Everyone from the parents, neighboring businesses, local television and sports figures are utilized in the development of good networking events that are scheduled throughout the school year to promote an enthusiastic learning environment. This type of community-based education is what continues to motivate the entire Hialeah Elementary staff to excel in all academic endeavors.

MISSION STATEMENT

The staff, parents and community of Hialeah Elementary believe that all students can learn and achieve mastery of fundamental skills. Together, we will strive to develop each student's academic, social, physical and emotional potential thus creating productive citizens in our multi-cultural and changing world.

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Hialeah Elementary School, a Title I Funded school, provides basic educational services based on the Sunshine State Standards to students in grades pre-kindergarten through five. Instruction is provided in traditional classroom settings and is enhanced through a variety of programs in all grades. These programs are: The Comprehensive Reading Plan, The Accelerated Reading Computer Program and The Accelerated Mathematics Computer Program. Additionally, the school provides programs to meet the needs of each individual child. These include Writing Enhancement, Teaching Enrichment Activities to Minorities (T.E.A.M.), Academic Excellence, Alternative Education, Tutoring, and the Magnet Gifted programs.

Among the unique aspects Hialeah Elementary has to offer, students are encouraged to take advantage of enrichment activities such as, Tiger Bank, Take Your Child to Work Day, Career and Truck Day, and the Community Outreach Program.

1.2 Culture

This item explores the culture of the school, including are the vision, mission, and core values of the school.

[Vision Statement]:

Hialeah Elementary School, taking into account the many different cultures that are represented in its student body, is dedicated to providing quality education to those students that attend. The dedicated staff at Hialeah Elementary encourages community involvement. Everyone from the parents, neighboring businesses, local television and sports figures are utilized in the development of good networking events that are scheduled throughout the school year to promote an enthusiastic learning environment. This type of community-based education is what continues to motivate the entire Hialeah Elementary staff to excel in all academic endeavors.

[Mission Statement]:

The staff, parents and community of Hialeah Elementary believe that all students can learn and achieve mastery of fundamental skills. Together, we will strive to develop each student's academic, social, physical and emotional potential thus creating productive citizens in our multi-cultural and changing world.

[Core Values]:

Hialeah Elementary School realizes that its sole purpose as an educational institution is to service the community by providing quality education to the vast array of diverse cultures that make up the community. The staff is dedicated to ensuring that all students are given a clean, safe and productive learning environment that fosters learning.

1.3 Human Resources

This item describes the people who carry out the work of the school.

This school employs a total of eighty-five full time staff members and seven part-time staff members. This group includes two administrators, thirty-five classroom teachers, two exceptional student teachers, one guidance counselor, ten classroom paraprofessionals, five clerical employees, twelve cafeteria workers and six custodial service workers. Of the teaching staff, there are two teachers new to our school and thirty have advanced degrees.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Hialeah Elementary School is located on four acres in central Miami-Dade County at 550 East 8th Street. The site contains thirty-five classrooms, eight portable locations, a cafeteria, a media center, a physical education shelter and a storage shed. There are also five smaller classrooms for concentrated instruction or counseling.

This school site built in 1948 has been retro-wired for Internet accessibility for all classrooms within the main building. The media center also contains an advanced closed circuit television center and Internet access. Hialeah Elementary also provides state of the art equipment for the athletic, music, and art programs.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

Hialeah Elementary School is in compliance with federal and state educational mandates, the State Board of

Education's administrative rules, as well as district rules and policy. It also follows national, state and district educational standards.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Hialeah Elementary School serves 980 students from the surrounding neighborhood, including 67 Exceptional Student Education students, 346 English Speakers of Other Language students, and 384 economically disadvantaged students. The ethnic/racial makeup of the student population is 83 percent Hispanic, nine percent Black Non-Hispanic, and seven percent White Non-Hispanic. The number of students transported by M-DCPS is 85 percent. The annual attendance report indicates students are present 94 percent of the time.

The PTA is instrumental in identifying the neediest families and providing direct assistance. Such as references to appropriate social service agencies, as well as providing basic necessities including eyeglasses, hearing aids, recycled uniforms, and holiday toys.

Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through after-school tutoring programs. Many of these students require extensive redirection of unproductive behaviors, which is the responsibility of the members of the Child Study Team.

Students at Hialeah are provided with extra curricular academic activities such as small group tutoring in writing, science, reading, and math. Grade one students receive individualized instruction in reading through the America Reads Program. Tutoring is also provided through a grade four program in conjunction with journalism students from Miami Springs Senior High School.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Hialeah Elementary endeavors to link with the community throughout the school year in several ways. Among these are the school web site, Student-Parent Handbook, monthly calendars, school bulletin, teacher voice-mail accessibility, school volunteer program and PTA sponsored schoolwide activities. Past events have taken the form of parent outreach programs and teacher provided workshops. This allows the school to keep up with the needs of the changing community that surrounds it.

The parents of these students are employed in low-level jobs, which provide only the basic needs of shelter and food. Their lives and those of their children need to be enhanced through governmental assistance and by the provision of services at the school site such as parenting skills classes, child safety classes and parent curriculum workshops.

Hialeah Elementary School provides low cost after school-care through a YMCA program. The community enjoys the benefits of using the school as a meeting place for the Boy Scouts of America.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The United Teachers of Dade and the School Board negotiate the benefits package enjoyed by the employees of Hialeah Elementary School, including a comprehensive health component as well as a standard health insurance and other selected benefits, such as tuition reimbursement.

The faculty and staff at Hialeah are provided with their choice of professional development programs that are scheduled through the district.

Outstanding contributions related to the progress of the school are acknowledged over the public address system and/or on the closed circuit television broadcast as the occasions arise. Additionally, the monthly school calendar highlights notable activities of faculty and staff. At the end of each year, the employees gather for a celebration at which they are recognized for their unique contributions to the school.

According to the School Climate Survey, employees at Hialeah Elementary School consider it a satisfactory place to work.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Hialeah Elementary School enjoys a collaborative relationship with Florida International University. Students from the University provide tutoring and mentoring for at-risks students. At the same time, certified teachers provide supervision to student teachers from Florida International University as well as Nova Southeastern University, Florida Memorial College and Barry University.

Almost all students leaving Hialeah Elementary after fifth grade will attend Miami Springs Middle School. The staff from Hialeah works closely with Miami Springs Middle School on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school.

Hialeah is pleased to be part of a close partnership with Union Planters Bank. Bank personnel and student “bankers” work weekly to provide Hialeah students with an on-site bank. The members of the Future Educators of America participate in holiday activities within the communities’ nursing homes and provide Thanksgiving food drives. The Community Outreach Program provides a “Recycling Uniform Program” for those students who may be in need of one.

The YMCA provides low cost quality after-school care. Hialeah cooperates by providing communication vehicles for the “Y” via its monthly newsletter, which keeps caregivers current with the activities of the program.

The Boy Scouts of America are active on campus, with the school providing the cafeteria for use as a meeting place.

Hialeah Elementary maintains designated school personnel to address stakeholder needs such as purchasing procedures and social service agency requirement.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Enrollment at Hialeah Elementary School has decreased by 20 percent over the last year. The Florida Department of Education grades Hialeah Elementary as a “C” school. Hialeah Elementary is proud of its outstanding achievements, which includes the 2000-2001 5th Grade Regional Math Bowl Champions, 2nd Place Regional Oratorical Winner and exceeding The Student United Way goal by reaching 108 percent.

3.2 Competitors

This item explores the alternate schools available to students.

Hialeah Elementary School is located in the middle of a vast array of neighboring schools. These schools give the members of the community a wide range of school choices.

Several private schools both religious and secular are within or close to the boundaries of Hialeah Elementary. These include Saint John Catholic School, Champagnat Catholic School, First Baptist School, Faith Lutheran School and Edison Private School.

Other public neighboring schools within Hialeah’s school boundaries are South Hialeah Elementary, Lorah Park Elementary and Flamingo Elementary.

Additionally, a nearby public charter school, Doral Academy opened this fall drawing students from nearby locations such as Hialeah. Schools offering Gifted Programs like Liberty City Elementary School also draw eligible students with these exceptionalities from Hialeah.

The Florida Department of Education graded Hialeah a “C” school. Hialeah is proud to have met all the criteria mandated by the state and continues to strive for the improvement in the excellence in the education they offer to all their students.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Hialeah Elementary School enjoys a collaborative system of leadership that represents members from all stakeholders on its primary decision-making group. The Educational Excellence School Advisory Council leaders in the school provide technical support, as well as opportunities for professional and personal growth that is needed in order to make informed decisions. Innovation is highly encouraged and new ideas are given every

opportunity to be successful in providing for all students' needs.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Enrollment at Hialeah Elementary has decreased by 20 percent. This is due in part to competition from the neighboring charter and private schools. Additionally, the numbers seem to suggest that, for the first time in several years the enrollment in the early grades is somewhat less than in the prior years. Due to our decreasing enrollment we have had three teachers surplus in the last year.

Enrollment:	2000-2001	2001-2002
K	150	131
1	168	132
2	179	163
3	192	175

Recent construction in the surrounding area should increase enrollment. This will allow Hialeah Elementary to pursue The Parent Outreach Program to its maximum potential and should also provide us with new opportunities for collaboration with prospective business partners.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Hialeah Elementary School realizes that there are various factors that may hinder the student's academic learning. Some of these factors include the fact that a great deal of students who attend school here are new to the United States and their home language is Spanish. This makes language an apparent and vital component that has to be addressed in educating the child. Many students do not have the use of technology nor the proper resources at home to help them make an easy transition in the learning process. They are from families that are from low socio-economic backgrounds and often they have attended schools that were or are disadvantaged. Several students, due to their lack of exposure to experiences that are conducive to learning are often placed in low tracking systems such as learning disabled classes and alternative education classes. This can have a profound effect on students if these programs are not checked to make sure that they are doing what they are intended to do. Home visits by the Parent Outreach Specialist have shown that several students parents work numerous jobs to make ends meet and are often not home to help students with academics. Visits also show that the educational levels of parents are often extremely low, which makes it difficult for them to assist their children with their academic processing.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Hialeah Elementary School has identified several challenges in relationships with faculty. Among these are:

·Hialeah has had difficulties in finding applicants with certification in Early Childhood to fill primary grade openings, thus leaving administration with limited teachers within the present staff to fulfill these positions.

·The home learning environment has constraints placed upon it by the demographics of Hialeah Elementary. These factors creating the constraints are language barriers and parents with limited educational opportunities. These factors hinder the accessibility and the ability of active parental assistance with the students academic needs.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Hialeah Elementary has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are:

1.Lack of parental involvement and support, due to a high illiteracy rate because of the language barrier.

2.Hialeah Elementary has also dropped in enrollment; this may be due to the fact that students have transferred to charter and private schools in the area.

3.Another year-to-year challenge that our school faces is our transient population.

4.Budget constraints also play a part in loss of personnel and cuts in supplies and materials.

5. Facing us is also the challenge of the high rate of absences.

6. Enhancement of a Family Resource Center, which is very much needed in our community.

7. Additionally, improving the Bilingual Outreach Program will narrow the language gap.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Hialeah Elementary School has identified several issues concerning challenges in process improvement.

Among these are:

Scores on the FCAT reading test indicate that 61 percent of students are scoring at or above FCAT Achievement Level 2.

Scores on the FCAT mathematics test indicate that 64 percent of students are scoring at or above FCAT Level 2.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Hialeah Elementary School has identified several issues concerning improvement in education design and support process improvement. Among these are:

1. Hialeah students are highly mobile and frequently miss school.

1.A. Hialeah will address this situation with the establishment of various attendance reward programs. These programs will be implemented in conjunction with our Dade Partners school support personnel and community involvement specialist.

2. English is not the native tongue for the majority of Hialeah's stakeholders, resulting in students having academic difficulties.

2.A. Home learning preparation, parenting skills, testing practices and personal growth workshops will be offered to parents, as well as the establishment of mentoring programs with community leaders and feeder pattern high schools.

3. SCAM forms reports indicate a need for students to solve situations amicably before they lead to conflict.

3.A. Implementation of a Character Education program by the assistant principal and counselor, will address this situation.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Hialeah Elementary School has identified numerous issues centered on improvement in the Education Delivery Process. The primary ones being that the faculty have expressed the need to extend the opportunities being offered them in the areas of personal and professional growth. As a result of this Hialeah will survey its staff regarding their priorities in these fields.

Based on the data collected from these surveys the Educational Excellence Committee will then contact the Teacher Education Center of resource support personnel and arrange for school-site classes related to those needs identified. Additionally, the EESAC will disseminate these opportunities through the community school offerings.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Hialeah Elementary School has focused on issues centered on low parental involvement due to its high mobility rate and its large enrollment of Limited English Proficient students.

In an effort to meet this challenge Hialeah Elementary has established numerous programs to meet the needs of its community. The school provides after school care coordinated through the YMCA, after school tutorial classes, a mentoring program in connection with Miami Springs Senior High School students; a Parents'

Resource Center centered on computer literacy, problem resolution and classes in parental skills. A mathematics and science lab has been established to increase student motivation and skills in these areas.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Hialeah Elementary School has identified major issues concerning challenges in the process of improvement. Among these are a lack of parental involvement and support, due to the high illiteracy rate among parents. In order to address this need, Hialeah Elementary offers the parents in the community enriching classes through the District Bilingual Outreach Program. Also, unlimited guidance is available through its fulltime Community Involvement Specialist.

The rate of student absences is also considered a school wide challenge. Facing this need Hialeah Elementary collaborates with its Dade Partners to increase attendance by rewarding those students who show an improvement in their school attendance. A continued review of attendance is also done on a quarterly basis.

SCHOOL PERFORMANCE SELF-ASSESSMENT

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION PARENT FORM

SA = Strongly Agree

A = Agree

U/U = Undecided/Unknown

D = Disagree

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. My child's school is safe and secure.	32	49	7	7	4	36	49	7	6	2
2. My child's school is kept clean and in good condition.	34	46	6	9	5	43	47	4	5	1
3. My child's school is overcrowded to the degree that it affects learning.	15	19	26	28	13	14	21	21	32	12
4. My child's school maintains high academic standards.	25	40	26	7	2	30	46	18	5	1
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	30	45	20	2	3	29	44	21	5	2
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	51	42	3	4	1	42	48	6	4	1
7. My child's school serves lunches that are nutritious and taste good.	36	33	14	12	5	21	37	19	14	8
8. My child's school keeps bathrooms clean and in good condition.	23	28	21	15	13	21	36	21	14	8
9. My child's teachers are friendly and easy to talk to.	64	30	3	2	1	57	36	3	2	1
10. My child's teachers make learning interesting and relevant.	57	36	6	2	0	49	42	6	2	1
11. My child's teachers motivate students to learn.	56	39	3	2	0	50	40	6	3	1
12. My child's teachers take an interest in students' educational future.	53	35	9	3	0	47	40	10	3	1
13. My child's teachers are knowledgeable and understand their subject matter.	52	41	6	2	0	46	43	8	2	1
14. My child's teachers assign meaningful homework that helps students learn.	55	36	4	4	1	48	43	4	4	1
15. My child's teachers do their best to include me in matters directly affecting my child's progress in school.	53	32	7	3	4	49	39	6	5	2
16. My child's school is effectively teaching students the basic academic skills in reading.	47	43	5	3	2	41	50	5	3	1
17. My child's school is effectively teaching students the basic academic skills in mathematics.	47	44	5	4	1	40	52	5	3	1
18. My child's school is effectively teaching students to speak and write correctly in English.	50	43	3	3	2	43	49	5	3	1
19. My child's school is effectively teaching students to investigate problems in science.	40	43	13	3	1	29	47	19	4	1
20. My child's school is effectively teaching students to use computers.	47	44	6	3	1	31	42	16	8	3
21. My child's school is effectively teaching students to think critically and reason out problems.	40	44	13	2	1	30	50	15	4	1
22. My child's school is effectively teaching students to develop good study and work habits.	49	44	4	3	0	37	50	8	4	1
23. My child's school is effectively teaching students to get along with different kinds of people.	45	44	10	1	1	39	49	9	2	1
24. The school and law enforcement authorities work together to keep my child's school free of violence.	54	27	13	3	4	46	38	10	3	3
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	53	27	13	2	4	46	36	13	2	2
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	57	25	13	1	4	48	36	11	2	2
27. The principal does an effective job running my child's school.	58	30	9	1	2	46	39	10	3	2
28. The principal is available and easy to talk to.	47	30	17	3	2	38	35	19	5	3
29. The assistant principals are effective administrators.	45	30	21	2	2	35	40	20	3	2
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	44	29	23	3	1	34	37	24	3	2
31. Staff in the principal's office treat me with respect when I contact my child's school.	65	30	3	2	1	48	42	5	3	2
32. School staff respond to my needs and concerns in a reasonable period of time.	53	35	8	2	1	39	46	8	4	2
33. My child is getting a good education at this school.	58	37	3	1	1	48	43	5	3	1
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	51	39	7	2	1	45	45	6	2	1
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	B+					B+				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STAFF FORM

SA = Strongly Agree

A = Agree

D = Disagree

U/U = Undecided/Unknown

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. At my school I feel safe and secure.	31	61	6	2	0	49	38	4	6	2
2. At my school the school building is kept clean and in good condition.	8	35	6	49	2	32	43	5	15	5
3. At my school personnel work together as a team.	33	65	2	0	0	32	47	7	11	3
4. At my school administrators solve problems effectively.	18	37	12	27	6	36	41	9	10	5
5. At my school I feel that my ideas are listened to and considered.	18	41	16	18	6	34	43	10	8	4
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	12	49	10	20	10	28	39	10	15	8
7. My principal is an effective administrator.	28	30	22	12	8	49	33	8	6	4
8. My principal represents the school in a positive manner.	27	53	8	8	4	56	32	6	4	3
9. My principal demonstrates good interpersonal skills.	24	36	14	22	4	47	31	8	8	5
10. My principal deals with conflict constructively.	24	34	20	16	6	45	32	10	8	5
11. My principal responds in a reasonable time to my concerns.	31	43	10	10	6	50	34	8	5	3
12. My principal treats me with respect.	22	43	12	14	10	59	30	4	4	3
13. My principal is receptive to constructive criticism.	22	28	16	28	6	40	28	19	8	5
14. My principal is supportive of teachers.	24	37	18	14	8	50	31	8	6	4
15. My ability to do the best possible job at this school is limited by too many students in each class.	43	39	6	10	2	30	29	6	26	10
16. My ability to do the best possible job at this school is limited by student deficiencies in basic academic skills.	27	59	8	6	0	24	39	9	22	6
17. My ability to do the best possible job at this school is limited by lack of concern/support from parents.	24	45	6	24	2	24	34	7	27	8
18. My ability to do the best possible job at this school is limited by lack of concern/support from the principal.	10	14	25	35	16	4	8	8	43	37
19. My ability to do the best possible job at this school is limited by lack of concern/support from the district administration.	10	14	26	36	14	6	13	28	35	19
20. My ability to do the best possible job at this school is limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	6	10	10	59	16	9	19	7	40	25
21. My ability to do the best possible job at this school is limited by school violence.	0	6	4	57	33	2	6	7	38	47
22. My ability to do the best possible job at this school is limited by student gang activity.	0	6	4	39	51	1	1	8	30	60
23. My ability to do the best possible job at this school is limited by student substance abuse.	0	2	4	40	54	1	1	9	28	62
24. Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	8	22	10	48	12	9	31	12	33	15
25. I feel satisfied concerning how my career is progressing at this school.	13	44	21	17	6	25	47	13	10	5
26. I have a feeling of job security in my present position.	24	47	10	14	6	34	47	10	6	3
27. I like working at my school.	16	48	14	16	6	48	37	7	5	3
28. Staff morale is high at my school.	10	35	24	22	10	22	37	15	17	9
29. I frequently feel overloaded and overwhelmed while working at my school.	31	33	12	16	8	19	35	10	28	8
30. Annual teacher evaluations are fair and reasonable.	22	61	10	6	0	36	48	11	3	2
31. Annual teacher evaluations are used to improve teacher performance.	16	57	10	14	4	28	45	18	7	3
32. Inservice programs keep me informed of the latest educational strategies.	24	56	10	8	2	35	50	7	5	2
33. I believe children attending my school are receiving a good education.	16	55	12	14	4	41	47	7	4	1
34. The overall climate or atmosphere at my school is positive and helps students learn.	14	53	14	16	4	39	45	7	6	3
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	C+					B				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STUDENT FORM

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

U/U = Undecided/Unknown

	PERCENT RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. I feel safe at my school.	53	28	3	14	2	40	42	8	6	3
2. My school building is kept clean and in good condition.	39	23	9	13	17	19	37	14	20	10
3. Students in my school usually follow school rules.	18	21	24	14	25	9	27	21	27	16
4. There are too many students in my classroom and that affects how much I learn.	29	19	4	20	28	14	15	10	30	31
5. My teachers require that I work very hard for the grades I get.	82	15	1	2	0	59	28	7	3	2
6. My school has enough books and equipment to help me learn.	54	36	6	2	2	47	35	7	7	4
7. Food served for lunch at my school looks good and tastes good.	25	32	16	12	16	10	18	15	21	35
8. Bathrooms in my school are clean and in good condition.	22	13	11	19	36	8	15	11	27	39
9. My teachers are friendly and easy to talk to.	85	12	1	1	1	49	33	9	5	3
10. My teachers make learning fun and interesting.	82	15	1	2	0	50	34	8	5	3
11. My teachers make me want to learn.	79	19	0	2	0	51	34	9	4	2
12. My teachers know a lot about the subjects they teach.	87	11	1	1	0	62	29	6	2	1
13. My teachers give me meaningful homework that helps me learn.	81	15	1	3	0	49	35	8	4	3
14. My teachers are interested in how I do in the future.	78	15	4	2	1	52	28	13	4	3
15. My teachers let me know how I am doing on my school work.	78	17	2	3	0	52	34	7	4	3
16. Violence is a problem at my school.	10	16	15	18	42	19	16	13	18	35
17. Gangs are a problem at my school.	11	6	12	15	57	11	9	10	18	53
18. Student drug and alcohol use are problems at my school.	2	2	5	10	81	9	4	6	12	68
19. My principal does a good job running the school.	78	12	9	1	0	54	26	9	5	6
20. The assistant principals are available when needed.	56	25	10	4	5	35	33	18	8	6
21. My guidance counselor helps me with school and personal problems.	71	20	8	1	1	43	25	21	5	6
22. Adults at my school care about me as an individual.	65	22	12	1	1	36	34	18	7	5
23. Adults at my school help me when I need it.	71	25	3	0	2	40	38	13	6	4
24. I like coming to my school.	72	18	9	1	1	38	31	12	8	11
25. I am getting a good education at my school.	83	13	2	1	1	54	31	9	3	2
26. The overall climate or feeling at my school is positive and helps me learn.	74	23	2	0	1	40	35	17	4	4
27. Students get grades A, B, C, D, or F for the quality of their school work. What overall grade would you give to your school?	B+					B				

COMPREHENSIVE NEEDS ASSESSMENT DEMOGRAPHIC PROFILE

Staff Characteristics				
Attendance	1996-1997	1997-1998	1998-1999	1998-1999
% of Instructional Staff	95	96.2	95.4	95.1
Number of Days Abs.				
None	3	3	2	0
0.5-5	15	24	22	21
5.5-10	28	26	21	29
10.5-15	13	7	15	11
15.5-20	4	3	6	5
20+	3	1	2	3

Student Characteristics									
Mobility/Stability	1996-1997	1997-1998	1998-1999	1999-2000	Attendance	1996-1997	1997-1998	1998-1999	1999-2000
New to M-DCPS	183	188	209	234	% of Students	93.7	93.6	93.8	94.1
Mobility Index	26	24	26	30	Number of Days Abs.				
					None	26	54	84	58
					0.5-5	164	318	328	389
					5.5-10	149	302	317	330
					10.5-15	91	222	202	225
					15.5-20	72	149	131	123
					20+	91	166	177	132

COMPREHENSIVE NEEDS ASSESSMENT DATA FOR ACCOUNTABILITY

G r a d e	FCAT Reading											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
4	55	51	39	71	68	64	45	49	61	29	32	36
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Writing					
	Percent of Students Scoring less than 3			Percent of Students Scoring 3 or more		
	98-99	99-00	00-01	98-99	99-00	00-01
4	42	25	21	58	75	79
8	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Mathematics											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
5	58	44	36	87	65	62	42	56	64	13	35	38
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	SCHOOL GRADE DESIGNATION PERFORMANCE HISTORY		
	98-99	99-00	00-01
4/5	D	D	C
8	n/a	n/a	n/a
10	n/a	n/a	n/a

COMPREHENSIVE NEEDS ASSESSMENT MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Comprehensive Reading Plan	K-5	Sep. '98
Competency-Based Curriculum	K-5	Sep. '93
African American Book Club	K-5	Sep. '98
Reading Enrichment Project	K-5	Sep. '92
Accelerated Reader	K-5	Sep. '99
America Reads	1	Sep. '99

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Jostens Lab	2-5	Sep. '97
Writing Across the Curriculum	K-5	Sep. '90

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Structuring Thinking for Academic Reform (STAR)	3-5	Sep. '94
Primary Academic Curriculum Enhancement- PACE	PK-2	Sep. '92
Accelerated Math	3-5	Sep. '01

Other Areas

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
IBM Program	K-4	Jan. '01
Bilingual Parent Outreach Program	K-5	Sep. '99
After School Tutorial Program	K-3	Sep. '99
Project Learning	K-3	Sep. '99
School Wide Title 1	K-5	Sep. '95
Future Educators of America Club	2-5	Sep. '99
Science Program	2-4	Sep. '01

COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Kindergarten Staff Development	6	Aug. 16, '00
Reading Leaders Staff Development	2	Oct. 11, '00
Guided Reading Workshop	2	Oct. 11, '00
FCAT Workshop	26	Oct. 19, '00
Comprehensive Reading Plan	1	Oct. 11, '00
Comprehensive Reading Plan	5	Oct. 09, '00
FCAT Reading	33	Oct. 30, '00
America Reads	2	Oct. 17, '00
Best Practices	5	Oct. 28, '00
FCAT Reading CD-ROM Training	12	Nov. 06, '00
Project Right Beginning Training for Kindergarten	1	Oct. 30, '00
Accelerated Reader	24	Jan. 06, '01
Best Practices	1	Jan. 29, '01
Best Practices in Reading	1	Feb. 05, '01
Thinking Skills Workshop	2	Mar. 22, '01
Reading Workshop	2	Apr. 24, '01
Reading Leaders	1	Apr. 26, '01
America Reads	1	May 01, '01
Reading Leaders	1	Dec. 05, '00
Pre Kindergarten Early Literacy Staff Development	1	Oct. 19, '00
Pre kindergarten Early Literacy Staff Development	1	Nov. 16, '00
Pre kindergarten Early Literacy Staff Development	1	Dec. 04, '00
Pre Kindergarten Early Literacy STaff Development	1	Jan. 25, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Teaching Shared Writing	3	Oct. 02, '00
FCAT Writing	1	Oct. 19, '00
IBM Writing	4	Oct. 18, '00
Teaching Enrichment Activities to Minorities Program	1	Oct. 25, '00
FCAT Workshop	3	Oct. 11, '00
Academic Excellence Program Print Journalism	4	Oct. 16, '00
FCAT Esol Workshop	1	Oct. 18, '00
FCAT Writing Workshop	33	Nov. 23, '00
Portfolio Component	4	Nov. 01, '00
FCAT Writes	3	Dec. 06, '00
FCAT Writing	19	Dec. 07, '00

Best Practices in Writing	2	Apr. 23, '01
FCAT Training LD/VE	1	May 10, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Math and Science Workshop	7	Sep. 16, '01
FCAT Project STAR	3	Oct. 11, '00
Mathematics Benchmarks	8	Oct. 26, '00
Mathematics GLE	25	Oct. 26, '00
FCAT Math Workshop	8	Dec. 07, '00
FCAT Math Workshop	15	Dec. 13, '00
Elementary Math Workshop	1	Jan. 16, '01
FCAT Inservice for Project Pace	2	Oct. 10, '00
Project Pace	1	Nov. 29, '00
Project Pace	1	Nov. 30, '00
Project Pace	1	Dec. 01, '00
FCAT/Strategies	8	Oct. 26, '00
FCAT Articulation	8	Nov. 09, '00

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Technology Conference	6	Sep. 20, '00
Parent Conference	1	Oct. 06, '00
Elementary School Technology Conference	1	Oct. 01, '00
Jonstons Software Training	1	Oct. 18, '00
FAST Conference	1	Oct. 12, '00
CST Workshop	6	Oct. 25, '00
Teaching Enrichment Activities to Minorities Workshop	1	Oct. 10, '00
EESAC Budget Training	3	Oct. 19, '00
Science Workshop	8	Nov. 02, '00
Title I Instructional Fair	1	Nov. 02, '00
The Caribbean Workshop	1	Nov. 03, '00
School Safety Training	2	Nov. 09, '00
Early Childhood Education For Brain Research	3	Nov. 28, '00
Science Workshop	22	Dec. 07, '00
Science Critical Thinking Workshop	8	Dec. 04, '00
Safe Child	1	Feb. 05, '00
Speech Workshop	1	Feb. 27, '01
Diagnostic Learning Workshop	1	Mar. 03, '01
Growing Hands	1	Mar. 30, '01
Florida Medicaid Administrative Claiming	1	Nov. 14, '00
Multidisciplinary Workshop	1	Apr. 20, '01
Science Workshop	1	Apr. 18, '01
School to Career Workshop	1	Apr. 19, '01

Multilingual Summit	4	Apr. 20, '01
Functional Assessment of Behavior Training	1	Apr. 23, '01
Gender Equity Conference	2	Apr. 24, '01
Elementary New Teacher Science	1	Apr. 27, '01
Elementary New Teacher Science	1	May 04, '01
Multicultural	1	May 04, '01
Workshop on Co-Nect	2	May 18, '01
EESAC Training	4	May 24, '01
Infant Toddler Environment	1	May 30, '01

COMPREHENSIVE NEEDS ASSESSMENT OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the SPEP relative to the following issues:

Budget:

A budget workshop was given by Mrs. Stinson to explain the School-Based and Title I budgets. Educational Excellence School Advisory Council (EESAC) members had an opportunity to make recommendations for redistribution of funds.

Training:

Representatives from EESAC attended a district training workshop. These members then briefed the remaining members on new procedures and guidelines. This provided an in-depth and thorough understanding of the components and procedures needed for the preparation of the new 2001-2002 School Performance Excellence Plan.

Instructional Materials:

EESAC funds were used to enhance the instructional materials resource center for our staff. These materials are accessible to all teachers for improving classroom instruction. Additional audiovisual equipment and supplies were purchased in an effort to reach the different learning modalities that exist in our classroom.

Technology:

Existing computers were upgraded to better meet the needs of our diverse student population. A state of the art ESOL facility was established to provide basic, as well as extended assistance in second language acquisition. Additional software was purchased to augment strategies in the Comprehensive Reading Plan.

Staffing:

Selected members of the EESAC served on the school's personnel committee and made recommendations when vacancies occurred. Additionally, as positions become available, staff members have an opportunity to request lateral assignments.

Student Support Services:

EESAC members serve as mentors, assist with the volunteer " Coffee Klatch" in the recruitment of volunteers, assist with the Bilingual Parent Outreach Program which has been implemented to bridge the gap between our community and school, as well as providing uniforms for underprivileged students.

Other Matters of Resource Allocation:

Title I funds have been utilized to expand students' horizons by providing cultural activities and enriching field trips.

Benchmarking:

The EESAC members meet regularly to review and conduct a needs assessment based on the effectiveness of the SPEP. The staff has an opportunity to identify strengths and weaknesses in the educational programs present in our school.

School Safety and Discipline:

Hialeah Elementary School ensures students' safety and discipline by implementing various programs, such as, DARE, Youth Crime Watch, Do The Right Thing Program and a Character Education Program.

COMPREHENSIVE NEEDS ASSESSMENT

TITLE I ASSESSMENT ISSUES

Parental Involvement

The Community Involvement Specialist, a full-time position, serves as our liaison between the community and our parents to provide workshops that directly enhance parenting skills.

Family Literacy

Hialeah Elementary School provides continuous workshops/classes for parents which include parenting skills, SOL, "Safe Child", basic computer skills and readiness classes for parents of incoming Kindergarten students. Our goal is to assist parents to better help their children, thus allowing them to experience success in school.

School Climate

The staff of Hialeah Elementary School, through its Performance Excellence Plan, intends to take leadership in preparing all students to become technologically literate, and to be better prepared to enter the challenging workforce of the 21st century.

Health Services

Hialeah Elementary School provides vision and hearing screening for students, as well as a clinic equipped with the basic first aid supplies.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.)							
Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment ()	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support (X)	Performance Results (X)	
MEASURABLE IMPROVEMENT OBJECTIVE							
Given instruction using the Comprehensive Reading Plan, students in grade four will improve their reading skills as evidenced by a minimum of 50 percent of the students scoring at or above FCAT Achievement Level 3 on the Florida Comprehensive Assessment Test administered in 2002.							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. 1.Continue the Newspaper in Education Program. This program will explore a multitude of problem-solving activities and promote global and economic awareness as they relate to current events.	Department Chairpersons	Sep. '01	Jun. '02
2. Continue to infuse technology to improve reading vocabulary and comprehension utilizing the Accelerated Reader Program.	*Reading Leader / Media Specialist	Sep. '01	Jul. '02
3. Continue the "Word of the Week" program. This program focuses on a weekly vocabulary word recited over the closed-circuit television. Additionally, the vocabulary word will be integrated into each classroom's weekly writing instructional plan.	*Reading Leader / Paraprofessional	Sep. '01	Jun. '02
4. Continue a closed-circuit television program "Tiger Tales", to enhance literacy awareness.	Media Specialist	Sep. '01	Jun. '02
5. Continue with reading and journal writing program throughout the school. The students will write entries and share them over the closed-circuit television.	Department Chairpersons	Sep. '01	Jun. '02
6. Promote reading through the "I'll Catch You Reading" Program.	Administrator	Aug. '01	Jun. '02
7. Administer periodic test through FCAT simulated exercises.	Administrator	Aug. '01	Sep. '02
8. Utilize Articulation Forms to coordinate classroom instruction with Special Area Teachers and Media Specialist.	Administrator	Aug. '01	Jun. '02
9. Provide training activities. Parents and staff will participate in workshops designed to enhance their abilities to establish productive relationships between home and school.	Adminsitrator	Aug. '01	Jun. '02
10. Implement a "Books in Bags" Program to promote literacy between home and school.	Lead Teacher	Aug. '01	Jun. '02
11. Utilize the FCAT CD-ROM, in order to prepare students for the Florida Comprehensive Assessment Test.	Administrator	Aug. '01	Jun. '02
12. Continue a compact with parents; to read with their children daily, to provide a quiet well lighted space for studying and assisting their children with home learning.	Adminstrator	Aug. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment ()	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support (X)	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum, students in grade four will improve their writing skills by a minimum of 67 percent of the students scoring "3" or above on the Florida Comprehensive Assessment Test administered in 2002.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Continue a mentor writing program involving high school journalism students and community journalists in order to build self-esteem of students throughout the school to promote School-To-Career awareness.	Counselor	Aug. '01	Jun. '02
2. Continue the journal writing program. This program enables students to write regularly across the curriculum.	Grade Level Chairperson	Aug. '01	Jun. '02
3. Continue computer technology to demonstrate mathematic concepts and build problem-solving skills.	Lead Teacher	Sep. '01	Jun. '02
4. Continue the "Writing Topic of the Week" to allow students the opportunity to experiment with various forms and styles of writing including student opinions, emotions, ideas, and problems.	Writing Enhancement Coordinator	Aug. '01	Jun. '02
5. Infuse computer technology (IBM Program) to practice using the writing process to produce various writing forms and publish written pieces.	Lead Teacher	Aug. '01	Jun. '02
6. Continue an in-school "Pen Pal" program in Grades 1-5 to promote communication skills.	Grade Level Chairpersons	Aug. '01	Jun. '02
7. Continue the "Writing Enhancement Program" as a means to monitor instruction in writing to be sure that it addresses both the requirements of the Competency-Based Curriculum and FCAT Writing, using lesson plans and records of classroom observations as monitoring devices.	Writing Enhancement Coordinator	Aug. '01	Jun. '02
8. Continue using portfolios to represent student writing that demonstrates growth over a period of time.	Grade Level Chairpersons	Aug. '01	Jun. '02
9. Continue a closed-circuit television program, "Tiger Tales" that allows students to respond to literature through writing after listening and viewing "special guests" reading a story.	Media Specialist	Aug. '01	Jun. '02
10. Continue a compact with parents; to write with their children daily, provide a quiet well lighted place for writing and assisting their children with their home learning.	Administrator	Aug. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School	Graduation Rate	Student Performance	Learning Environment	School Safety	Teachers and Staff	Adult Literacy	Parental, Family, and Community Involvement
()	()	(X)	()	()	()	()	()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career		Effective Learning Environment			Efficient Management Practices		
(X)		(X)			()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results	
()	(X)	(X)	(X)	(X)	(X)	(X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum, students in grade five will improve their mathematics skills as evidenced by a minimum of 50 percent of the students scoring at or above FCAT Achievement Level 3 on the Florida Comprehensive Assessment Test administered in 2002.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Continue the "Union Planters Tiger Bank" program to provide meaningful activities that emphasize life skills meeting the needs for school to career experiences	Tiger Bank Coordinator	Sep. '01	Jun. '02
2. Continue a school supply store sponsored by the PTA with student participation to develop problem-solving and critical thinking skills in a cooperative working environment.	Parent Teacher/Association Chairperson	Sep. '01	Jun. '02
3. Continue computer technology to demonstrate mathematic concepts and build problem-solving skills.	Lead Teacher	Sep. '01	Jun. '02
4. Continue an "In-School Math Bowl" to select and prepare students for feeder pattern competition in Grade 3-5.	Math Bowl Sponsor	Sep. '01	Jun. '02
5. Continue the administration of periodic pre/post chapter tests.	Administrator	Sep. '01	Jun. '02
6. Utilize Articulation Form to coordinate classroom instruction with special area teachers and Media Specialist.	Administrator	Sep. '01	Jun. '02
7. Provide training activities. Parents and staff will participate in workshops designed to enhance their abilities to establish productive relationships between home and school.	Administrator	Sep. '01	Jun. '02
8. Administer periodic tests through FCAT Simulation exercises.	Administrator	Sep. '01	Jun. '02
9. Continue a compact with parents; to provide a quiet, well lighted place for studying and assisting their children with their home learning.	Administrator	Sep. '01	Jan. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

WAIVERS

Any waivers submitted for this school may be found in Appendix A: Waivers, at the back of this book.

TITLE I BUDGETS

The Title I budget for this school may be found in Appendix B: Title I Budgets, at the back of this book.

**SCHOOL PERFORMANCE EXCELLENCE PLAN
REVIEW AND ACCEPTANCE SIGNATURES**

LOC. #: 2361

SCHOOL NAME: Hialeah Elementary School

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal;
EESAC Chair;
UTD Steward;
EESAC Parent Representative;
EESAC Business/Community Representative; and
EESAC Student Representative, as applicable.

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.