

School Name and Number : 2361 - Hialeah Elementary School

# School Performance Excellence Plan

Principal: Carolina F. Naveiras

Telephone #: (305) 888-6709

High School Feeder Pattern: 7511 - Miami Springs Senior

Region: Region III

Board District #: 5 - Mr. Frank J. Bolaños

## Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



# 2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 2361 - Hialeah Elementary School

2002 School Performance Grade: D

## Vision/Mission/Belief Statement(s):

**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:** 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.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

## School District Goals:

### Goal I: School to Career

**Focus:** Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

**Objectives:**

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

### Goal II: Effective Learning Environment

**Focus:** Enhance the safety of students and staff, and increase the quality of the learning environment

**Objectives:**

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

### Goal III: Efficient Management Practices

**Focus:** Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

**Objectives:**

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

## School Profile/ Needs Assessment:

### EXECUTIVE SUMMARY

#### Hialeah Elementary School

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Hialeah Elementary School is located at 550 E. 8th Street, Hialeah, Florida, with a student population of 934 children. The student population is composed of 83 percent Hispanic, 10 percent Black, six percent White and one 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, Mathematics and ESI-K testing results, School Report Card and the School Improvement Plan results from 2001-2002. 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 2002-2003 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 Sunshine State Standards, students will increase their reading skills as evidenced by 55 percent of students reaching the state required mastery level and 72 percent making annual learning gains, as documented by the scores of the 2003 Florida Comprehensive Assessment Reading Test.

Given instruction using the Sunshine State Standards, students will increase their Writing skills as evidenced by 67 percent, reaching the state required mastery level as documented by scores of the 2003 Florida Comprehensive Assessment Writing Test.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 55 percent of students reaching the state required mastery level and 72 percent making annual learning gains as documented by scores of the 2003 Florida Comprehensive Assessment Mathematics Test.

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 50 percent of students scoring at or above the District mean scale score as documented by scores of the 2003 Florida Comprehensive Assessment Science Test.

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 Mathematics scores, EASY-K, Academic Profiles 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.

## School Profile/ Needs Assessment: (continued)

### 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 Reader Program and The Accelerated Mathematics Program. Additionally, the school provides programs to meet the needs of each individual child. These include Teaching Enrichment Activities to Minorities (T.E.A.M.), Academic Excellence, 21st Century Grant After School Program, Bilingual Outreach, the Department of Human Services After School Tutorial Program, and the Gifted Program.

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, Community Outreach Program, and the Academic Excellence Enrichment Program.

##### 1.2 Culture

*This item explores the culture of the school, included 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.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **1.3 Human Resources**

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

This school employs a total of 85 full time staff members and seven part-time staff members. This group includes two administrators, 35 classroom teachers, two exceptional student teachers, one guidance counselor, 10 classroom paraprofessionals, five clerical employees, 12 cafeteria workers and six custodial service workers. Of the teaching staff, there are two teachers new to our school and 30 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 35 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 934 students from the surrounding neighborhood, including but not exclusive to, 58 Exceptional Student Education students, 353 English Speakers of Other Language students, and 707 economically disadvantaged students. The ethnic/racial makeup of the student population is 83 percent Hispanic, 10 percent Black Non-Hispanic, six percent White Non-Hispanic and one percent Other. 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, reading, and math. Grade one students receive individualized instruction in reading through the America Reads Program.

#### **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.

## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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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-risk 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 nursing homes in our community 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 requirements.

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## 3. COMPETITION

## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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#### **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 3 percent over the last year. The Florida Department of Education grades Hialeah Elementary as a "D" school. Hialeah Elementary is proud of its outstanding achievements, which includes the 2001-2002 Fifth Grade Regional Math Bowl Champions, various Fine Arts Awards recognizing our students' accomplishments, first place winners in the Feria Ole and Cervantes Book Competition, and second place winner in the Title I Distinguished Young Author's Contest. Also, our students exceeded the Student United Way goal by reaching 103 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 last 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 "D" school. Hialeah continues to strive for improvement and 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(EESAC) 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 three 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 prior years, with the exception of Kindergarten that has experienced an increased enrollment.

Enrollment:

2001-2002    2002-2003

K	131	163
1	132	121
2	163	124
3	175	154

Recent construction in the surrounding area should increase enrollment. This will allow Hialeah Elementary to pursue the Parent Outreach Program to its



## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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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. 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 some 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 is largely due to their limited language skills.
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.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **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 40 percent of students tested are scoring at or above FCAT Achievement Level 3.

Scores on the FCAT mathematics test indicate that 36 percent of students are scoring at or above FCAT Level 3.

Scores on the FCAT writing test indicate that 23 percent of students tested are scoring at or above FCAT writing Level 3.5.

## 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 form 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 one is that the faculty has expressed the need to extend the opportunities being offered to them in the areas of personal and professional growth. As a result of this, our school will survey the staff regarding their priorities in these fields.

Based on the data collected from these surveys, the Educational Excellence School Advisory Committee will then contact the Teacher Education Center 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

## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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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 Parents' Resource Center centered on computer literacy, problem resolution, and classes in parenting skills.

#### **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, enrichment classes through the District Bilingual Outreach Program. Also, unlimited guidance is available through its full-time 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 Profile/ Needs Assessment: (continued)

### MAJOR PROGRAMS

#### Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	K-5	Sep. '99
Comprehensive Reading Plan	K-5	Sep. '98
America Reads	1	Sep. '99
Book-It Programs	1-5	Sep. '92
Sunshine State Standards (SSS)	K-5	Sep. '98
Academic Excellence Program (AEP)	4-5	Sep. '92
Teaching Enrichment Activities to Minorities (TEAM)	1-5	Sep. '92

#### Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Compass Learning	K-5	Sep. '97
Comprehensive Reading Plan	K-5	Sep. '98
Sunshine State Standards (SSS)	K-5	Sep. '98
Academic Excellence Program (AEP)	4-5	Sep. '92
Teaching Enrichment Activities to Minorities (TEAM)	1-5	Sep. '92

#### Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Academic Excellence Program (AEP)	4-5	Sep. '92
Sunshine State Standards (SSS)	K-5	Sep. '98
Teaching Enrichment Activities to Minorities (TEAM)	1-5	Sep. '92

#### Science

**School Profile/ Needs Assessment: (continued)**

**MAJOR PROGRAMS**

<b>PROGRAM</b>	<b>STUDENT LEVEL</b>	<b>DATE INITIATED</b>
Academic Excellence Program (AEP)	4-5	Sep. '92
Sunshine State Standards (SSS)	K-5	Sep. '98

## School Profile/ Needs Assessment: (continued)

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Automated Literacy Labels	1	Oct. 03, '01
Title I Instructional Fair/Seminar	3	Oct. 03, '01
Project Bear Staff Development	4	Oct. 09, '01
America Reads Meeting	1	Oct. 11, '01
Reading Leader Meeting	1	Oct. 12, '01
Reading Readiness Continuum Training	1	Oct. 29, '01
Mini Reading In-Service	15	Oct. 30, '01
FCAT Reading In-Service	4	Nov. 02, '01
Reading Readiness Continuum Training	1	Nov. 13, '01
Reading Adoption Meeting	1	Nov. 19, '01
Independent Reading Conference For Reading Leaders	1	Oct. 27, '01
ESOL Materials Inservice	12	Nov. 27, '01
Training for the Primary Level of Jostens Software	2	Jan. 16, '02
How to Promote Effective Teaching and Learning in Reading and Writing	1	Mar. 22, '02
Project Right Beginnings	1	Apr. 09, '02
Administrator and Reading Leader End of Year Meeting	2	May 17, '02
COMPASS Training	2	May 30, '02
Title 1 Summer Intercession Professional Development Institute	1	Jun. 17, '02

#### Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Write Time for Kids Staff Development for 2nd grade Teachers	1	Oct. 10, '01

## School Profile/ Needs Assessment: (continued)

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Elementary New Teacher Math	1	Oct. 01, '01
Mathematics in Context	2	Oct. 09, '01
Science & Math Integrated w/Literary Experiences (SMILE)	2	Oct. 11, '01
Science & Math Integrated w/Literary Experiences (SMILE)	2	Nov. 08, '01
Elementary New Teacher Math	1	Nov. 09, '01
Professional Development Opportunities For Mathematics and Science Teachers	1	Apr. 18, '02
Informational Meeting for the Mathematics & Science Leadership-Mentor Teacher Programs	3	May 09, '02

#### Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Science & Math Integrated w/ Literacy Experiences (SMILE)	2	Oct. 11, '01
Science & Math Integrated w/Literacy Experiences (SMILE)	2	Nov. 08, '01
Elementary New Teacher- Science	1	Nov. 16, '01
Elementary New Teacher- Science	1	Feb. 01, '02

#### Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Professional Development for Contracted Site Pre-Kindergarten Staff	1	Oct. 04, '02
Preparing for the e-Future Now 9th Annual Instructional Technology Conference	8	Oct. 10, '01
Preparing for the e-Future Now 9th Annual Instructional Technology Conference	7	Oct. 11, '01
Training for the Primary Level of COMPASS Software	2	Oct. 15, '01
Proud Team Training	3	Oct. 19, '01
Language Issues- Eligibility through Intervention	1	Oct. 22, '01
Pre-K Active Learning Workshop series	1	Oct. 23, '01

## School Profile/ Needs Assessment: (continued)

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

<b>TRAINING</b>	<b>NUMBER TRAINED</b>	<b>DATE</b>
Introduction to Conflict Resolution	1	Oct. 30, '01
Inservice Sessions on Curriculum Developed by the Success of Parent Research and Intervention Project	1	Oct. 30, '01
Functional Assessment of Behavior (FAB) Teacher Training Workshops	1	Nov. 20, '01
Inservice Sessions on Curriculum Developed by the Success of Parent Research and Intervention Project	1	Nov. 20, '01
Staff Development Session on the Use of Chess in the Academic Excellence Program (AEP)	1	Dec. 15, '01
PACES Training Professional Growth Team	3	Jan. 17, '01
Community Involvement Specialists	1	Jan. 23, '02
Pre-K Active Learning Workshop Series	1	Feb. 26, '02
Confirmation of PACES School/Resource Professional Development Program	1	May 06, '02
Districtwide Meeting for Elementary Representatives for Exceptional Student Education and Elementary ESE Program Specialists	1	May 15, '02



## School Profile/ Needs Assessment: (continued)

### OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

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

#### ***Budget:***

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

#### ***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 2002 – 2003 School Performance Excellence.

#### ***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 classrooms.

#### ***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.

#### ***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 Character Education Program.

#### ***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 Profile/ Needs Assessment: (continued)

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### TITLE I ASSESSMENT ISSUES

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#### Parent 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. A Title I workshop is conducted annually to inform parents of the our schoolwide Title I program. The Community Involvement Specialist has our parents sign a Parent Compact annually. At least one percent of our Title I allocation is spent on parental involvement activities.

#### Family Literacy

Hialeah Elementary School provides continuous workshops/classes for parents which include parenting skills and bilingual workshops. Also, "Safe Child," basic computer skills and readiness classes for parents of all 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. Our Title I funds are used to improve the students' academic performance in subject areas where assesments have revealed their greatest needs.

#### Health Services

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

School Data Summary: (compare the last 4 years, if available)

**ACCOUNTABILITY DATA**

**School Performance Grades**

2001-2002	2000-2001	1999-2000	1998-1999
D	C	D	D

**2001-2002 Results**

	Reading	Math	Writing	Grade Points
% Meeting High Standards	40	36	48	124
% Making Learning Gains	60	67		127
Adequate Progress of Lowest 25% in the school?	67			67
Total School Grade Points	167	103	48	318

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

Grade Level: 03

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	181	264	43	17	27	11	2	181	274	29	32	31	7	1
2000-2001	193	248						193	242					

**School Data Summary: (compare the last 4 years, if available)**

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

**Grade Level: 04**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	188	250	56	16	21	5	2	189	248	53	23	20	3	1
2000-2001	186	259	52	19	19	9	1	186	258					
1999-2000	200	256	58	16	16	9	2							
1998-1999	181	258	56	15	17	11	1							

**Grade Level: 05**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	170	249	54	15	22	8	1	171	283	44	28	16	11	1
2000-2001	202	234						202	295	43	25	12	16	5
1999-2000								203	289	51	20	16	10	3
1998-1999								163	267	61	28	10	1	0

School Data Summary: (compare the last 4 years, if available)

**FCAT Writing (all curriculum groups)**

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	187	2.6	5	1	20	7	36	8	11	3	1	0	0
2000-2001	187	2.9	4	3	17	2	33	14	15	4	3	1	0
1999-2000	201	2.8	7	2	12	10	30	13	14	2	3	0	0
1998-1999	181	2.7	4	5	13	19	33	13	9	1	1	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	91	2.5	10	2	16	12	35	8	9	1	1	0	0
2000-2001	92	2.9	4	2	16	2	38	11	15	5	2	0	0
1999-2000	97	2.7	6	2	11	14	35	11	12	0	2	0	0
1998-1999	88	2.7	6	3	9	25	35	14	6	0	0	0	0

Test Prompt: Narrative

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	96	2.7	1	0	24	3	38	8	13	4	1	0	0
2000-2001	95	2.8	3	3	18	2	27	17	15	2	3	1	0
1999-2000	104	2.9	9	2	13	7	26	14	15	4	5	0	0
1998-1999	93	2.7	2	6	17	13	31	13	12	1	1	0	0

**School Name:** Hialeah Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 1 : Reading

**Aligns with District Goal #:**  1 2 3

**State Goal #:**  3 4 5 6 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

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 )

**Needs Assessment**

Results of the 2002 FCAT Reading Test indicate that 40 percent of students have met the state required mastery level, 60 percent have made annual learning gains and 67 percent more than the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains.

**Objective**

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 55 percent of students reaching the state required mastery level and 72 percent making annual learning gains, as documented by the scores of the 2003 Florida Comprehensive Assessment Reading Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 55 percent of the students reach the required mastery level and if 72 percent make annual learning gains.

**Evaluation:**

The objective will be evaluated by the scores of the 2003 FCAT Reading Test. Quarterly reports will provide formative assessment which will be used to monitor progress towards the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
wagner, natalie		
brookins-moore, patrice		
webb, emma		
mickens, beverly		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
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	*The Miami Herald, Classroom Teachers	Sep. '02	Jun. '03
2 . Continue to infuse technology to improve reading vocabulary and comprehension utilizing the Accelerated Reader Program.	*Reading Leader, Media Specialist	Reading Leader, Media Specialist, Classroom Teachers, Computers, Accelerated Reader Program	Sep. '02	Jun. '03
3 . Utilize grade level timelines that include the identification of skills to be taught to ensure all Sunshine State Standards being tested are taught prior to FCAT Test Administration.	*Assistant Principal	Sunshine State Standards, Grade level Chairpersons, Teachers, Teacher's Edition	Sep. '02	Jun. '03
4 . Implement comprehensive staff development inservices to improve and enhance reading skills.	*Assistant Principal, Lead Teacher	Assistant Principal, Lead Teacher, Staff Members	Sep. '02	Jun. '03
5 . Continue a compact with parents that encourages them to assist their children with home learning.	*Assistant Principal	Assistant Principal, Community Involvement Specialist, Teachers	Sep. '02	Jun. '03
6 . Continue to implement the Comprehensive Reading Plan.	*Assistant Principal, Reading Leader	*Assistant Principal, Reading Leader, Teachers	Sep. '02	Jun. '03

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.

**School Name:** Hialeah Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 2 : Writing

**Aligns with District Goal #:**  1 2 3

**State Goal #:**  3 4 5 6 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

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 )

**Needs Assessment**

Results of the 2002 FCAT Writing Test indicate that 48 percent of students have met the state required mastery level.

**Objective**

Given instruction using the Sunshine State Standards, students will increase their Writing skills as evidenced by 67 percent, reaching the state required mastery level as documented by scores of the 2003 Florida Comprehensive Assessment Writing Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 67 percent of the students reach the state required mastery level.

**Evaluation:**

This objective will be evaluated by the scores of the 2003 FCAT Writing Test. Quarterly reports will provide formative assessment which will be used to monitor progress towards the objective.

**SAC members involved in the development of this objective:**

Names:

Names:

Names:

peralta, jeanette		
fortich, george		
turk, susan		



## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Establish a mentor writing program involving community journalist in order to promote School-To-Career awareness.	*Counselor	School Counselor, Teachers	Sep. '02	Jun. '03
2 . Establish a grade level "Writing Topic of the Month" to allow students the opportunity to experiment with various forms and styles of writing.	*Assistant Principal, Lead Teacher	Assistant Principal, Lead Teacher, Classroom Teachers	Sep. '02	Jun. '03
3 . Utilize grade level timelines that include the identification of skills to be taught, to ensure all Sunshine State Standards being tested are taught prior to FCAT administration.	*Assistant Principal	Sunshine State Standards, Grade Level Chairpersons, Teachers	Sep. '02	Jun. '03
4 . Continue a compact with parents that encourages them to assist their children with home learning.	*Assistant Principal	Assistant Principal, Community Involvement Specialist, Teachers	Sep. '02	Jun. '03
5 . Implement comprehensive staff development inservices to improve and enhance writing skills.	*Assistant Principal, Lead Teacher	Assistant Principal, Lead Teacher, Staff Members	Sep. '02	Jun. '03

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.

**School Name:** Hialeah Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 3 : Mathematics

**Aligns with District Goal #:**  1 2 3

**State Goal #:**  3 4 5 6 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

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 )

**Needs Assessment**

Results of the 2002 FCAT Mathematics Test indicate that 36 percent of students have met the state required mastery level and that 67 percent have made annual learning gains.

**Objective**

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 55 percent of students reaching the state required mastery level and 72 percent making annual learning gains as documented by scores of the 2003 Florida Comprehensive Assessment Mathematics Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 55 percent of the students scoring reach the state required mastery level and 72 percent make annual learning gains.

**Evaluation:**

This objective will be evaluated by the scores of the 2003 FCAT Mathematics Test. Quarterly reports will provide formative assessment which will be used to monitor progress towards the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
bolua, jose		
cannon, maria		
cueto, aniabelle		
peralta, jeanette		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	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	Staff Members, Students	Sep. '02	Jun. '03
2 . Utilize grade level timelines that include the identification of skills to be taught to ensure that all Sunshine State Standards being tested are taught prior to FCAT administration.	*Assistant Principal	Sunshine State Standards, Grade Level Chairpersons, Teachers	Sep. '02	Jun. '03
3 . Implement comprehensive staff development inservices to improve and enhance mathematics skills.	*Assistant Principal, Lead Teacher	Assistant Principal, Lead Teacher, Staff Members	Sep. '02	Jun. '03
4 . Continue a compact with parents that encourages them to assist their children with home learning.	*Assistant Principal	Assistant Principal, Community Involvement Specialist, Teachers	Sep. '02	Jun. '03

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.

**School Name:** Hialeah Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 4 : Science

**Aligns with District Goal #:**  1 2 3

**State Goal #:**  3 4 5 6 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

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 )

**Needs Assessment**

Scores of the 2001 SAT Science Test indicate that the median score for students is the 36 percentile.

**Objective**

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 50 percent of students scoring at or above the District mean scale score as documented by scores of the 2003 Florida Comprehensive Assessment Science Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 50 percent of students score at or above the District mean scale score.

**Evaluation:**

This objective will be evaluated by the scores of the 2003 FCAT Science Test. Quarterly reports will provide formative assessment which will be used to monitor progress towards the objective.

**SAC members involved in the development of this objective:**

Names:

Names:

Names:

bolua, jose		
turk, susan		
Naveiras, Carolina F		
webb, emma		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue "School Science Fair."	*Assistant Principal, Science Fair Chairperson, Teachers	Assistant Principal, Sunshine State Standards, Staff Members	Sep. '02	Jun. '03
2 . Utilize the service of the media center, which includes science related books, periodicals and audiovisuals.	*Media Specialist	Media Specialist	Sep. '02	Jun. '03
3 . Implement comprehensive staff development inservices to improve and enhance science skills.	*Assistant Principal, Lead Teacher	Assistant Principal, Lead Teacher, Staff Members, District/Region Resources	Sep. '02	Jun. '03
4 . Establish a compact with parents that encourages them to assist their children with home learning.	*Assistant Principal	Assistant Principal, Community Involvement Specialist, Teachers	Sep. '02	Jun. '03

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.

## **Adequate Progress Statement for the entire School Performance Excellence Plan:**

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data 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 the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

## **Mid-Year Review of School Performance Excellence Plan:**

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation



The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.  
*(if applicable)*

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.  
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

*(if applicable)*

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

*(if applicable)*

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

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

**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 EESAC members is on file at the Region/District Supervisor's Office.**

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS  
TITLE I BUDGET SYSTEM  
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT  
LOCATION 2361 - 33 HIALEAH ELEMENTARY

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
FUNCTION 5100 BASIC INSTRUCTION-CONTR P				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5144 NO DESCRIPTION FOR LOCATI	3	140,358	36,366	176,724
LINE 0004 LOC 2361 PR0G 4179 FUNC 5100				
OBJECT 5145 NO DESCRIPTION FOR LOCATI	2	37,276	14,588	51,864
LINE 0007 LOC 2361 PR0G 4179 FUNC 5100				
OBJECT 5150 NO DESCRIPTION FOR LOCATI	3,000	24,000	3,000	27,000
LINE 0014 LOC 2361 PR0G 4179 FUNC 5100				
SUB-TOTAL SALARIES	3,005	201,634	53,954	255,588
OBJECT 5365 NO DESCRIPTION FOR LOCATI		34,313		34,313
LINE 0019 LOC 2361 PR0G 4179 FUNC 5100				
OBJECT 5510 NO DESCRIPTION FOR LOCATI		18,401		18,401
LINE 0022 LOC 2361 PR0G 4179 FUNC 5100				
SUB-TOTAL NON-SALARIES		52,714		52,714
TOTAL FUNCTION - 5100	3,005	254,348	53,954	308,302
FUNCTION 6150 PARENTAL INVOLVEMENT				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5145 NO DESCRIPTION FOR LOCATI	1	18,638	7,294	25,932
LINE 0035 LOC 2361 PR0G 4179 FUNC 6150				
SUB-TOTAL SALARIES	1	18,638	7,294	25,932
OBJECT 5330 NO DESCRIPTION FOR LOCATI		100		100
LINE 0039 LOC 2361 PR0G 4179 FUNC 6150				
SUB-TOTAL NON-SALARIES		100		100
TOTAL FUNCTION - 6150	1	18,738	7,294	26,032
33 HIALEAH ELEMENTARY	3,006	273,086	61,248	334,334
TOTAL AVAILABLE REVENUE		334,334	TOTAL BUDGET	334,334
			AMOUNT DIFFERENCE	