

School Name and Number : 4121 - Opa-Locka Elementary School

AMENDED

School Performance Excellence Plan

Principal: Michael Charlot

Telephone #: (305) 688-4605

High School Feeder Pattern: 7131 - Hialeah-Miami Lakes Senior

Region: Region I

Board District #: 1 - Dr. Robert B. Ingram

Title I Budget and Waivers

X

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: 4121 - Opa-Locka Elementary School

2002 School Performance Grade: C

Vision/Mission/Belief Statement(s):

VISION: Opa-locka Elementary School provides the best possible educational experiences for our students, thereby allowing them to achieve their maximum potential. The whole child has his/her needs met through our full-service facility.

MISSION: The Opa-locka Elementary School administrative team, faculty, support staff, parents, students, and community believe that all children can learn and acquire the academic competencies which will enable them to be productive contributors to society.

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:

- IIa. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- IIb. 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.
- IIc. Reduce school overcrowding.
- IId. Increase skills, knowledge, and professionalism of school staff.
- IIe. Increase the number of educationally productive partnerships with the community.
- IIf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- IIg. 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

Opa-Locka Elementary School

Opa-locka Elementary School serves 613 children in an urban neighborhood nestled in the heart of Opa-locka's historical district. This multi-ethnic school is populated with 65.5 percent African-American, 33.2 percent Hispanic, and 1.1 percent Caucasian and other students. Opa-locka Elementary School is a Title I school with 98% of the students on free or reduced lunch. Built in 1937, the school is a state-of-the-art facility emphasizing excellent instruction for all students, as well as being a full-service center providing medical, vision, and counseling services for all students. The school, in conjunction with the Educational Excellence School Advisory Council, has identified the following school improvement objectives for the 2002 - 2003 school year.

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 54 percent of students reaching the state required mastery level, 68 percent making annual learning gains, and 80 percent scoring in the lowest 25 percent making annual learning gains as documented by scores on the 2003 FCAT Reading Test.

Given instruction using the Sunshine State Standards, student will increase their Writing skills as evidenced by 71 percent of students reaching the state required mastery level as documented by scores of the 2003 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students will increase their Mathematics skills as evidenced by 54 percent of students reaching the state required mastery level and 71 percent making annual learning gains as documented by scores of the 2003 FCAT Mathematics Test.

Given instruction using the Sunshine State Stands, 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 FCAT Science Test.

Utilizing all the resources at Opa-locka Elementary School, students will be proficient in the areas of reading, writing and mathematics by the end of the year 2003.

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.

Opa-locka Elementary School is one of four schools in Miami-Dade County that has an Extended School Year Program. We are also a Title I funded school. We have a pediatrician, a mental health/counseling service and clinic on site in a full service portable.

Opa-locka Elementary School provides basic educational services to children in Pre-Kindergarten through sixth grade. Opa-locka Elementary School also houses two ESE classrooms for children with specific learning disabilities. Classroom instruction is based upon Sunshine State Standards and the District's Competency Based Curriculum.

The faculty and staff of Opa-locka Elementary School use a variety of techniques and instructional styles to meet the needs of our students. We believe that children learn in a variety of ways, using various modalities. The teachers implement teaching methods that make our students into active rather than passive learners, incorporating these different teaching and learning styles. One instructional strategy that our teachers implement is higher order, critical thinking skills and activities from CReating Independence through Student owned Strategies (CRISS). Another program that our teachers will be implementing this year is Science and Mathematics Integrated Literacy Experience (SMILE). Many of our teaching staff have attended a variety of Eisenhower Grant workshops for mathematics and science. The information and activities presented in these workshops are then brought back to Opa-locka and shared among the staff. We implement the Dade Comprehensive Reading Plan in all the classrooms, and the teachers receive workshops and updates to keep them abreast of the new techniques in reading. We also implement the USI Mathematics and Science Initiative in our classrooms.

Opa-locka Elementary School implements a wide variety of educational programs to meet the needs of our children. These programs include Compass Learning Systems, a computer-based, individualized learning program that targets the areas of reading, writing and mathematics. Incorporated into this program is the Accelerated Reading Program, which instills the love of reading in our children as it shows their growth through diagnostic testing. Lightspan Achieve Now is implemented in grades one through three as a parental involvement and in-class enhancement component of our educational plan. The Leapfrog program is being used in Kindergarten, grade 1, and in our ESE classes for alphabet awareness, phonemic awareness, reading comprehension and listening skills.

1.2 Culture

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

Vision Statement:

Opa-locka Elementary School provides the best possible educational experiences for our students, thereby allowing them to achieve their maximum potential. The whole child has his/her needs met through our full-service facility.

Mission Statement:

The Opa-locka Elementary School administrative team, faculty, support staff, parents, students and community believe that all children can learn and acquire the academic competencies which will enable them to be productive contributors to society.

Core Values:

Opa-locka Elementary School holds the following beliefs as our guiding principles: We believe that it is essential for all students to acquire the reading, writing and mathematics competencies which will enable them to be productive contributors to society in the future. We believe that it is through constant high expectations and hard work that all can achieve the goals that they set for themselves. We accept the responsibility to encourage our students in the development of self-respect and a sound value system.

1.3 Human Resources

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

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Opa-locka Elementary School employs 73 full-time staff members and 20 part-time staff members. There are 2 administrators, 43 classroom teachers, 3 exceptional education teachers, 1 guidance counselor, 1 media specialist, 11 paraprofessionals, 4 clerical secretaries, and 23 custodian/service workers. Of the teaching staff, approximately 18.6 percent of the teachers are new to the school this year with the average length of time teaching in Florida at 11 years. Twenty-three percent of the teachers have advanced degrees.

1.4 Building Resources

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

Opa-locka Elementary School is located on 6.81 acres in Miami-Dade County at 600 Ahmad Street. Built in 1937, Opa-locka has a two-story main building and 3 relocatable buildings, including a full-service facility. Opa-locka has a utilization percentage of 98 percent. Opa-locka Elementary School was remodeled and retrofitted for Internet and Intranet access beginning in 1996 as a Operation Safety Net site. Our kindergarten wing, art suite, music suite and media center were constructed at the same time and are state-of-the-art.

1.5 Constraints

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

Opa-locka Elementary School adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and Environmental requirements.

Opa-locka Elementary School adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board rules.

Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

Opa-locka Elementary School is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum and adheres to the guidelines of the META decree consent and the policies of the Exceptional Education Program.

2. RELATIONSHIPS

2.1 Student

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

Opa-locka Elementary School serves 613 students from the surrounding neighborhood, including 76.2 percent standard curriculum students, 13.5 percent ESE students and 10.3 percent ESOL students. 98 percent of our student population is on free or reduced lunch. The ethnic/racial make-up of the student population is 65.5 percent African American, 33.2 percent Hispanic, and 1.3 percent white and other. The mobility rate of our student population is over 58.6 percent.

Opa-locka Elementary School students come from an economically disadvantaged neighborhood. COSTCO, Mobil Oil Corporation and the Shriners from the Kassim Temple help support our students by providing book bags and school supplies for each child. During the holiday season, baskets of food, toys, and clothing are provided for the families in greatest need from the Opa-locka PTA and other local businesses. Dr. Robert Ingram's "Read to Lead" program gives our children the opportunity to participate in reading and dancing activities.

Opa-locka Elementary School provides a free after-school tutorial program for those children in need of additional help in reading, writing and mathematics. Our school counselor, along with Psych-Solutions, a component of our full-service facility, counsel many of our children and help them redirect their undesirable behaviors. Opa-locka Elementary School has received extra funding through a grant to lower class size in grades one, two and three. Opa-locka Elementary School also has a full time ESOL instructor to help our ESOL population attain a command of the English language and assimilate the culture of their new environment.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Opa-locka Elementary School is a full-service facility that services the community through an on-site doctor, a counseling provider (Psych-Solutions), dental and vision care and an after-school care center (Family Christian Association of America). The faculty and staff of Opa-locka with help from the PTA and local businesses donated clothing and other assorted items to a flea market/bazaar for the parents in our community. The community also enjoys the benefits of using the school as the meeting place for the Boy Scouts of America and the Girl Scouts of America.

Lightspan Achieve Now, a home-learning component of the Opa-locka Elementary School curricula, is sent home to our families with children in grades one through five. This program is based upon the premise that interaction between children and their parents reinforces the learning activities that take place in the classroom. Lightspan incorporates reading, writing, and mathematics activities into game format learning using a Sony Playstation that the family may borrow from the school. Parents are also active members of the Opa-locka Educational Excellence School Advisory Committee (EESAC) where their concerns are openly addressed and discussed. Monthly workshops are held for parents on a variety of topics including FCAT preparation, computer and Internet access, and science fair participation.

Parent-teacher conferences are held in the primary language of the parent. If a translator is needed, one is provided. In this way, the parent will be made to feel comfortable, and not afraid that they will be misunderstood.

2.3 Human Resources

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

Opa-locka Elementary School faculty and staff are provided with a benefits package negotiated by the United Teachers of Dade and the Miami-Dade County School Board. The benefits package includes a comprehensive health component as well as standard insurances, and other selected benefits.

The faculty and staff of Opa-locka Elementary are given the opportunity to attend professional development workshops provided by Miami-Dade County Public Schools. They are also given the opportunity for professional growth by attending a college or university and attaining a higher degree of education. The cost of these classes is offset by tuition reimbursement from Miami-Dade County. Funds to attend conferences, fee-paid trainings and on-site workshops may be requested from the Educational Excellence School Advisory Council (EESAC).

The Employee Assistance Program is also available to members of the Miami-Dade County School System when the need arises. The administration recognizes employees for their contributions to the school at faculty meetings, over the public address system and during PTA meetings.

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.

Opa-locka Elementary School services children in grades Pre-kindergarten through sixth grade. After our students leave Opa-locka, they will attend Westview Middle School, Hialeah Middle School or North Dade Middle School. Our faculty and staff work closely with these other schools on articulation to make sure that our entering seventh graders will make a successful transition into the middle school environment.

Opa-locka Elementary School has a working relationship with Barry University and Florida International University. Students from these two universities complete their internship program under the supervision of Opa-locka Elementary School teachers. At the same time, these interns tutor and mentor students from Opa-locka.

Monthly newsletters and calendars are provided for the families and community members in the Opa-locka neighborhood. Opa-locka Elementary School also maintains a web site for students, parents and faculty members.

The city of Opa-locka supports Opa-locka Elementary School through contributions and donations to our students and their families. COSTCO Warehouse

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

donates book bags and school supplies to our children at the beginning of each year. Mobil Oil also contributes back to school supplies to our students. The Shriners from the Kassim Temple organization helped our Pre-kindergarten students be prepared for their new school experience. They have previously donated vouchers for uniforms for our most needy children.

Opa-locka Elementary School enjoys contracted services from Lightspan Achieve Now. This program provides the opportunity for parents and their children to interact each evening in this parent involved home-learning program. Another contracted service that Opa-locka has in place is Edutest, a technology-based diagnostic and prescriptive instructional computer program.

Opa-locka Elementary School is a full service location. This facility provides medical, dental, and psychological counseling to our students and family members. Opa-locka Elementary School also houses an after-school after care program for our students sponsored by Family Christian Association of America. The Boy Scouts and Girl Scouts of America use our campus for their meetings.

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 Opa-locka Elementary School has increased by 3.3% over the past school year. The Florida Department of Education grades Opa-locka Elementary School as a "D" school for the 2001-2002 school year. Opa-locka Elementary is proud of having won the "Stand Up For Children Award", presented by the United Teachers of Dade Unity Caucus. Opa-locka Elementary School is honored to have received the "Gold Award" from the School Board of Miami-Dade County in recognition of excellent school performance during the 1999-2000 school year.

3.2 Competitors

This item explores the alternate schools available to students.

There are several private schools and charter schools within or close to the boundaries of Opa-locka Elementary School. They are Van Kara/North Dade Charter School, a kindergarten through grade six facility, Florida International Academy Charter that services children in grades six through eight, and Chosen Generation Academy which also provides educational services for children in kindergarten through grade eight.

St. Monica Catholic School and other schools in our district are accepting children from Opa-locka with an Exceptional Student Education (ESE) Opportunity Scholarship Voucher.

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.

Through consensus, Opa-locka Elementary School chose to become an Extended School Year full-service facility. The administration, faculty, staff, and parents of Opa-locka Elementary School recognized the need for the students to have an additional thirty days of high-quality education and continued social services.

Opa-locka Elementary School has a team of faculty, parent, student and community members that work collectively to ensure that all stakeholders have a voice in the primary decision-making group, the Educational Excellence School Advisory Council (EESAC). Professional development activities are provided to ensure that all members of the EESAC have the training and knowledge to make informed decisions for this facility.

3.4 Dynamics

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

Enrollment at Opa-locka Elementary School has increased by approximately 3.3 percent over the past year. In respect to our continuous mobility status students that have transferred out of our school, have been returning to our site in increasing numbers.

4. CHALLENGES

4.1 Learning

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

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Opa-locka Elementary School students have a mobility rate of over 58.6 percent. The attendance of the students averages about 94 percent for the school year. There is little parent support or communication between the faculty and the parents of our students. The parents do not reinforce the academic skills taught in the classrooms during the day. Many of our children come from a one-parent/guardian home with little or no access to technology. Many of our students do not have books or magazines at their homes. Many of the families in the Opa-locka Elementary boundary rely on government and community agencies to help provide for the children.

Children who attend Opa-locka Elementary School are given the opportunity to receive counseling and access to computers for individualized academic learning activities. Students are also tutored during the regular school day in reading, writing and mathematics to help them achieve academic success. Children in grades one through three are given the opportunity to participate in the Lightspan Achieve Now program. This program allows the children to bring educational software and a Sony Playstation home. The classroom teacher assigns a particular compact disk for home learning. These academic games are to be played by the child while interacting with their parent or guardian.

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.

Opa-locka Elementary School staff has remained constant for many years. A majority of the faculty has been at this location for over 10 years. We did need to recruit several new teachers to this school due to maternity leaves, teachers retiring from Miami-Dade County, and in county transfers. However, the faculty members that are new to Opa-locka are not all beginning teachers. Most of the teaching staff new to Opa-locka have 12 years of teaching experience.

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.

Opa-locka Elementary School administration affords the faculty and staff opportunities for personal and professional growth. Professional development activities are provided on and off campus. Many staff members have been at this location for over ten years.

School climate survey results reveal that seventy-eight percent of our parents feel that Opa-locka Elementary is a safe and secure facility. Seventy-four percent of the students share this belief. The parents also believe that their children are receiving a good education at this school. Eight-six percent of our parents feel that there is an overall positive climate at Opa-locka, which is conducive to learning. Sixty-four percent of the students believe that the climate of the school is positive with twenty-six percent being undecided. The parents and students of Opa-locka Elementary School graded Opa-locka as a "B" on the 2001- 2002 School Climate Survey.

However, there seems to be a problem with communication among the faculty and some of the parents of Opa-locka students. Many of our parents do not respond to written communications and they do not have working telephones in their homes. Getting in touch with a parent or guardian makes communication very difficult.

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.

Opa-locka Elementary School has identified several challenges in process improvement. Student scores on the fourth grade FCAT Reading Comprehension test indicate that 63 percent of the students are scoring at FCAT Achievement Level I. Over seventeen percent of the Opa-locka student population was absent for twenty-one or more days of school. According to the Florida Front Porch Coalition report, 52 percent of Opa-locka residents 18 years and older did not complete high school. The unemployment rate is 13.3 percent and nearly four out of every five households receive some form of government assistance.

The faculty of Opa-locka Elementary attends professional development workshops and most share a common planning time. Best practices are shared among the staff. However, because of the many needs of the community, the school faces the difficult job of educating children from homes where education does not seem to play an important role.

5. IMPROVEMENT

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Opa-locka Elementary School has identified several concerns regarding improvement in education design and support process improvement. Opa-locka Elementary students have a very high mobility rate and a high rate of absenteeism. Opa-locka Elementary has devised an incentive program for raising attendance through the creation of a school store that provides a token economy/behavior modification system for those children attending school on a daily basis.

Upon examination of the FCAT Reading Comprehension and FCAT Mathematics scores for the fourth and fifth grade students, Opa-locka Elementary School offers a tutoring program in reading, mathematics and writing to allow these students more time for remediation and application of learned skills.

The Miami Heat's "Partners in Education" program is being utilized at Opa-locka Elementary School to promote reading as well as to show the children how important remaining in school can be towards their future career choices.

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.

Opa-locka Elementary School has identified several areas of concern involving the delivery of educational programs. Professional development activities have been scheduled for teachers at Opa-locka Elementary School in the areas of reading, writing and mathematics and science. EESAC will be sponsoring workshops in the Comprehensive Reading Plan and Comprehensive Math and Science. Classroom management professional development workshops will also be offered on campus.

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.

Opa-locka Elementary School faces several challenges concerning operational and external forces. The mobility rate of the students who attended Opa-locka Elementary School was 58.6 percent according to the Florida School Indicators Report. Also, according to this same report, 15.4 percent of our students were absent for 21 or more days. Communication with parents is difficult. Many parents do not see the importance of an education for their children. The business community of Opa-locka also does not take an active part in this neighborhood school.

The Miami Heat will be partnering with Opa-locka Elementary School to provide incentives for our students for their improvement in reading and in their attendance.

Opa-locka Elementary will be continuing to implement the Lightspan Achieve Now program for home learning and parent involvement utilizing and Sony PlayStations.

A school calendar will go home to parents monthly to keep them informed of upcoming activities and events being held at Opa-locka. A bi-monthly newspaper will be published to let students, parents and the business community of happenings on our campus.

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.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Opa-locka Elementary School has identified several areas of concern with regards to organizational processes. Teachers have expressed a concern that there was no common planning time available for meeting and planning with their grade levels and across the curriculum with the special area teachers. Common planning times are being placed into the teacher's schedules to accommodate this need. Special area teachers are being invited to attend grade level meetings scheduled for early student release days.

Opa-locka Elementary School will obtain training from the Region and the District for selected teachers in implementing the Miami-Dade County Comprehensive Reading Plan and successful remedial strategies.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	1 - 6	Aug. '99
America Reads	1-6	Aug. '00
Comprehensive Reading Plan	K-6	Aug. '98
Sunshine State Standards (SSS)	K - 6	Aug. '96
Teaching Enrichment Activities to Minorities (TEAM)	1-5	Aug. '90
Title I Prekindergarten	Pre-K	Aug. '02

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Comprehensive Reading Plan	K - 6	Aug. '98
Sunshine State Standards (SSS)	K - 6	Aug. '98
Teaching Enrichment Activities to Minorities (TEAM)	1 - 5	Aug. '91
Title I Prekindergarten	Pre-K	Aug. '02

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Sunshine Math	1 - 6	Aug. '00
Sunshine State Standards (SSS)	K - 6	Aug. '98
Teaching Enrichment Activities to Minorities (TEAM)	1 - 5	Aug. '91

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Sunshine State Standards (SSS)	K - 6	Aug. '98

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Urban Systemic Program (USP)	K - 6	Sep. '95

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Miami- Dade COunty Comprehensive Reading Plan	18	Oct. 23, '01
CRreating Independence Through Dtudent-owned Strategies (CRISS)	10	Nov. 14, '01
Lightspan Achieve Now	20	Sep. 24, '01
Compass Learning	8	Aug. 20, '01
Guided Reading	10	Jan. 14, '02
FCAT Reading Strategies	25	Oct. 23, '01
Edutest	10	Dec. 11, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
CRISS	10	Nov. 14, '01
FCAT Writing	25	Oct. 23, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Lightspan Achieve Now	10	Sep. 25, '01
Edutest	9	Dec. 13, '01

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Instructional Improvement Team Science Demonstration Lessons	8	Oct. 09, '01

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:

The EESAC will work with the administration on budget matters and will conduct workshops with regard to the 2002 - 2003 school year budget.

Training:

The EESAC will sponsor training in the Comprehensive Reading Plan, the Comprehensive Math and Science Plan, and Classroom Management for all teachers.

Instructional Materials:

The EESAC will continue to provide necessary funds to enhance instruction in the classroom, appropriate videos and books for the media center.

Technology:

The EESAC will continue to provide technological assistance through workshops and the purchase of software to support the Edutest and Accelerated Reader programs.

Staffing:

Due to the Extended School Year Program, the EESAC and the instructional staff at Opa-locka Elementary will remain in place until July 2003.

Student Support Services:

The EESAC committee will continue to reflect the needs of the students through representation of support staff and students attending the meetings.

School Safety and Discipline:

The EESAC will continue to support administration and the discipline committee to ensure a safe learning environment.

Other Matters of Resource Allocation:

EESAC has no matters of resource allocation at this time.

Benchmarking:

EESAC will be part of the ongoing monitoring process which will be documented using specific pre/post and progress tests developed to meet the needs of our students.

School Profile/ Needs Assessment: (continued)

TITLE I ASSESSMENT ISSUES

Parent Involvement

Increase parental involvement through a variety of activities at PTA meetings, parent workshops, and fund-raising events. Parents are encouraged to attend various student enrichment activities such as "Authors' Teas" and Career Day. Make and Take workshops, Lightspan Achieve Now workshops, Computer

Literacy workshops, FCAT awareness workshops and workshops on health related issues are also planned for our parents to attend. In addition, parents were notified of the availability of opportunity scholarships request options in the event that Opa-locka Elementary School were to acquire another grade of F covering the period of the last four years, on Friday, May 17, 2002.

Family Literacy

Provide a comprehensive reading component for parents. Provide parent workshops so they can assist their child at home in FCAT preparation. Provide a home component to promote the thirty minutes of the Miami-Dade County Comprehensive Reading Plan. Implement Lightspan Achieve Now for families of children in grades 1 - 3.

School Climate

Ensure a safe and orderly environment for students, staff and community. Allow opportunities for students to experience and be exposed to a variety of curricular enhancing experiences such as field trips, clubs, contests, and innovative programs.

Health Services

Continue implementation of a full-service school offering counseling, vision and medical services to students.

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

ACCOUNTABILITY DATA

School Performance Grades

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

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	29	36	66	131
% Making Learning Gains	63	66		129
Adequate Progress of Lowest 25% in the school?	75			75
Total School Grade Points	167	102	66	335

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

Grade Level: 03

Year	Number of students tested	Mean Score	Reading					Mathematics						
			1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	90	247	54	20	16	8	2	90	268	40	27	19	10	4
2000-2001	96	222						97	234					

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	88	248	63	19	11	7	0	91	247	60	18	21	1	0
2000-2001	99	240	71	14	12	3	0	99	249					
1999-2000	111	242	69	16	14	0	0							
1998-1999	122	224	84	10	6	1	0							

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	88	237	63	23	10	3	1	88	287	40	27	18	9	6
2000-2001	100	224						100	296	39	22	21	16	2
1999-2000								106	280	47	32	11	8	1
1998-1999								115	253	76	19	5	0	0

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

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

Grade Level: 06

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	94	248	52	20	26	2	0	94	278	50	20	20	9	1
2000-2001	80	230						80	235					

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	90	3.1	8	1	10	6	36	8	18	7	7	0	0
2000-2001	101	3.3	14	0	4	5	15	9	32	11	8	0	1
1999-2000	112	3.2	4	0	7	7	42	17	17	4	3	0	0
1998-1999	111	2.3	12	6	19	23	30	5	3	0	0	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	47	3	9	2	17	2	40	9	11	6	4	0	0
2000-2001	51	3.5	14	0	2	8	8	12	35	10	12	0	0
1999-2000	56	3.5	0	0	4	7	38	13	27	7	5	0	0
1998-1999	55	2.4	9	7	20	18	40	4	0	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	43	3.3	7	0	2	9	30	7	26	7	9	0	0
2000-2001	50	3.2	14	0	6	2	22	6	28	12	4	0	2
1999-2000	56	2.9	7	0	11	7	46	21	7	0	0	0	0
1998-1999	56	2.3	14	5	18	29	20	5	5	0	0	0	0

School Name: Opa-Locka Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1 2 3

State Goal #: 1 2 3 4 5 6 7 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 29 percent of the students have met the state required mastery level, 63 percent have made annual learning gains and 25 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 54 percent of students reaching the state required mastery level, 68 percent making annual learning gains, and 80 percent scoring in the lowest 25 percent making annual learning gains as documented by scores on the 2003 FCAT Reading Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required mastery level, if 68 percent make annual learning gains, and if 80 percent scoring in the lowest 25 percent make annual learning gains.

Evaluation:

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

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bewes, Eilyn		
Charlot, Michael		
Morrison, Catherine		
Valdes, Ana		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide opportunities for students to research careers involving people in the arts and public communications. Upon completion of research, children will write biographies of these people and their lives. Students will then share their newly acquired knowledge through morning presentations over the school's closed circuit telecasts.	*Grade Level Chairperson, Classroom Teachers, Reading Leader, and Special Area Teachers	research resources, media center, Internet, closed circuit room	Aug. '02	Jun. '03
2 . Administer a reading pretest school-wide to align curriculum and determine appropriate placement of students. Data will be analyzed and placement determined at grade level meetings. Periodic adjustment of student placement will be made.	*Reading Leader, Grade Level Chairperson, and Classroom Teachers	reading pretest, Comprehensive Reading Plan	Aug. '02	Jun. '03
3 . Implement intervention programs such as Intensive Care Unit (ICU) and tutorials for students of greater needs. The intervention plan will be adjusted according to the data.	*Reading Leader and Classroom Teachers	ICU materials	Aug. '02	Jun. '03
4 . Monitor student progress quarterly through benchmark tests described in the Comprehensive Reading Plan (CRP) in grades 1-6.	*Reading Leader and Classroom Teachers	benchmark tests, Comprehensive Reading Plan	Aug. '02	Jun. '03
5 . Provide grade level bi-monthly test-taking activities using the newly state-adopted basal series.	*Grade Level Chairperson, Reading Leader, and Classroom Teacher	reading series basal materials	Aug. '02	Jun. '03
6 . Use strategies embedded in the CRP such as reciprocal reading, read and retell, and guided reading to improve reading comprehension. Monitor student achievement using evaluative tools such as benchmark, fluency, and strategy checklists at grade level meetings in grades K – 6.	*Reading Leader, Grade Level Chairperson, and Classroom Teacher	Comprehensive Reading Plan, reading basal series	Aug. '02	Jun. '03
7 . Offer school-wide staff development in Accelerated Reader program with assistance of media specialist to enhance student reading comprehension and implement Accelerated Reader program in grades 1-6.	*Assistant Principal, Media Specialist, Reading Leader, Technology Facilitator, and Classroom Teachers	AR staff development	Aug. '02	Jun. '03
8 . Use reading club to promote independent reading with emerging to fluent readers in grades 3-5.	*Reading Leader, Grade Level Chairperson, Classroom Teachers	trade books	Aug. '02	Jun. '03

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
9 . Utilize Compass Learning computer software to enhance students' reading skills in grades K-6.	*Technology Facilitator, Reading Leader, Grade Level Chairperson and Classroom Teachers	Compass Learning, computer lab, classrooms	Aug. '02	Jun. '03
10 . Utilize Lightspan Achieve Now in-house and at home to enhance students' reading skills in grades 1-3.	*Technology Facilitator, Grade Level Chairperson, Classroom Teachers	Lightspan Achieve Now	Aug. '02	Jun. '03
11 . Conduct parent/family workshops to enhance the parents' understanding of the reading process, including related strategies and test-taking skills and to provide reading activities for home use.	*Reading Leader	parent workshops, reading materials and activities	Aug. '02	Jun. '03
12 . Provide opportunities for extended day reading tutorial for targeted students to improve reading achievement.	*Reading Leader	reading materials	Sep. '02	Mar. '03
13 . Create long-range instructional plans to reinforce continuity and appropriate pacing of reading instruction in grades K – 6.	*Grade Level Chairperson, Reading Leader, and Classroom Teachers	Comprehensive Reading Plan, reading basal series	Aug. '02	Sep. '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.

School Name: Opa-Locka Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal #: 1 2 3

State Goal #: 1 2 3 4 6 7 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 66 percent of students have met the state required mastery level.

Objective

Given instruction using the Sunshine State Standards, student will increase their Writing skills as evidenced by 71 percent of students reaching the state required mastery level as documented by scores of the 2003 FCAT Writing Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 71 percent of students reach the state required mastery level.

Evaluation:

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

SAC members involved in the development of this objective:

Names:

Names:

Names:

Bewes, Ellyn		
Charlot, Michael		
Morrison, Catherine		
Louis-Jeune, Abder		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Promote effective writing through student participation in journalism broadcasting of their original writing during morning telecasts on closed-circuit television, Authors' Teas, and Poetry Read-Alouds.	*Writing Specialist, Grade Level Chairperson, and Classroom Teachers	closed circuit room, writing activities	Aug. '02	Jun. '03
2 . Participate in selected school-wide, region, city, county and state contests to promote effective writing.	*Writing Specialist, Grade Level Chairperson, and Classroom Teachers	writing contests	Aug. '02	Jun. '03
3 . Use Compass Learning writing software (Writing Expeditions) to enhance students writing skills in grades 3 – 5.	*Technology Facilitator, Writing Specialist, and Classroom Teachers	Compass Learning, computer lab, classrooms	Sep. '02	Jun. '03
4 . Use personal journals school-wide to ensure daily practice in writing.	*Grade Level Chairpersons and Classroom Teachers	student journals	Aug. '02	Jun. '03
5 . Utilize bi-weekly writing prompts to monitor student progress and adjust instruction in grades 1 – 6.	*Writing Specialist, Grade Level Chairpersons, and Classroom Teachers	writing prompts	Aug. '02	Jun. '03
6 . Provide specialized writing instruction to students through weekly classroom demonstrations and student-centered activities.	*Writing Specialist and Classroom Teachers	writing activities	Aug. '02	Jun. '03
7 . Provide staff development on the writing process to enhance teacher's knowledge of effective writing instruction in K – 6 classrooms.	*Writing Specialist	writing process staff development workshops	Aug. '02	Jun. '03
8 . Establish individual student portfolios to reflect student progress and allow students to evaluate their work according to a pre-established rubric.	*Grade Level Chairpersons and Classroom Teachers	student portfolios	Aug. '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: Opa-Locka Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 6 7 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 66 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will increase their Mathematics skills as evidenced by 54 percent of students reaching the state required mastery level and 71 percent making annual learning gains as documented by scores of the 2003 FCAT Mathematics Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of the students reach the state required mastery level and if 71 percent make annual learning gains.

Evaluation:

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

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Charlot, Michael		Louis-Jeune, Abder			
Morrison, Catherine					
Varela, Marta					
Bewes, Ellyn					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide work-based experiences for students in conjunction with community businesses to acquaint students with real world applications of mathematics.	Dade Partner Liason	school counselor	Aug. '02	Jun. '03
2 . Administer mathematics pre-test. Data will be analyzed and placement determined at grade level meetings. Follow-up with instruction in indicated benchmarks and progress tests to monitor student achievement.	*Grade Level Chairperson and Classroom Teacher	mathematics pre-test	Aug. '02	Jun. '03
3 . Provide monthly mathematics test-taking activities on a regular basis and use the data to drive instruction in grades K – 6.	*Grade Level Chairperson and Classroom Teacher	Edutest, mathematics series	Aug. '02	Jun. '03
4 . Enhance mathematics instruction through the school-wide use of media and manipulatives on a regular basis.	*Grade Level Chairperson and Classroom Teachers	media, manipulatives, mathematics series	Aug. '02	Jun. '03
5 . Conduct family mathematics workshops to improve student mathematics achievement by enhancing parents' awareness of test-taking strategies.	*Assistant Principal	parent workshops, mathematics materials and manipulatives	Aug. '02	Jun. '03
6 . Establish opportunities for students to create mathematics journals including word problem of the day, mathematics vocabulary, skills learned, and assess on a weekly basis to monitor concept development and achievement.	*Grade Level Chairperson and Classroom Teachers	mathematics journals	Aug. '02	Jun. '03
7 . Utilize Compass Learning to enhance Sunshine State Standard (SSS) mathematics benchmarks in grades K – 6.	*Technology Facilitator, Grade Level Chairperson and Classroom Teachers	Compass Learning, computer lab, classrooms	Aug. '02	Jun. '03
8 . Utilize Lightspan Achieve Now to enhance SSS mathematics benchmarks in grades 1 – 6.	*Technology Facilitator, Grade Level Chairperson, and Classroom Teachers	Lightspan Achieve Now	Aug. '02	Jun. '03
9 . Utilize Edutest to assess student achievement of SSS mathematics benchmarks and to guide instruction.	*Technology Facilitator, Grade Level Chairpersons, and Classroom Teachers	Edutest, computer lab, classrooms	Aug. '02	Jun. '03
10 . Provide opportunities for extended day mathematics tutorial to targeted students to improve mathematics achievement.	*Assistant Principal	mathematics activities and materials	Sep. '02	Mar. '03

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
11 . Provide strategies and activities, as indicated by cluster analysis information to strengthen students SSS benchmarks to enable students to solve real-world problems.	*Assistant Principal and Grade Level Chairperson	real - world mathematics activities and materials	Aug. '02	Jun. '03
12 . Provide professional development opportunities that increase teachers' knowledge of the SSS mathematics standards and how they translate into their classroom at their grade level.	*Assistant Principal	staff development workshops	Aug. '02	Jun. '03
13 . Create long-range instructional plans to reinforce continuity and appropriate pacing of mathematics instruction in grades K – 6.	*Grade Level Chairperson and Classroom Teacher	long-range mathematics plans	Aug. '02	Sep. '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: Opa-Locka Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal #: 1 2

State Goal #: 3 4 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)	()

Needs Assessment

Scores of the 2000 and 2001 SAT Science Test indicate that the median score for students is the 25th percentile.

Objective

Given instruction using the Sunshine State Stands, 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 FCAT Science Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 30 percent of students score at or above the District mean scale score.

Evaluation:

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

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Morrison, Catherine		Louis-Jeune, Abder		Washington, Sherlina	
Charlot, Michael					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . 1. Provide opportunities for students to research careers involving people in different scientific fields. Upon completion of research, children will write biographies of these people and their accomplishments. Students will then share their newly acquired knowledge through morning presentations over the school's closed circuit television.	*Science Chairperson, classroom teachers	media center, research books, closed circuit room	Sep. '02	Jun. '03
2 . 2. Provide grade-level monthly test-taking activities using the state-adopted basal series.	*Science Chairperson, classroom teachers	science series	Sep. '02	Jun. '03
3 . 3. Offer school-wide staff development in the science processes and their application with district support to enhance science instruction.	*Science chairperson	staff development workshops	Sep. '02	Jun. '03
4 . 4. Provide instructional strategies and activities based on the SSS standards to enable students to solve real-world problems using the scientific processes.	*Science Chairperson, classroom teacher	science series, science activities and experiments	Sep. '02	Jun. '03
5 . 5. Conduct parent/family workshops to enhance the parents' understanding of the scientific processes including related reading, mathematics and test-taking skills.	*Science chairperson	science activities and experiments	Sep. '02	Jun. '03
6 . Provide students the opportunity to participate in a Science Fair and exhibit knowledge of the scientific process	*Science Chairperson, classroom teachers	science series, science activities and experiments, Science Fair	Mar. '02	May '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 4121 - 19 OPA-LOCKA 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	2	93,572	24,244	117,816
LINE 0004 LOC 4121 PROG 4179 FUNC 5100				
OBJECT 5145 NO DESCRIPTION FOR LOCATI	4	74,552	29,176	103,728
LINE 0007 LOC 4121 PROG 4179 FUNC 5100				
OBJECT 5149 NO DESCRIPTION FOR LOCATI	10	750	90	840
LINE 0012 LOC 4121 PROG 4179 FUNC 5100				
OBJECT 5150 NO DESCRIPTION FOR LOCATI	1,200	9,600	1,200	10,800
LINE 0014 LOC 4121 PROG 4179 FUNC 5100				
SUB-TOTAL SALARIES	1,216	178,474	54,710	233,184
OBJECT 5310 NO DESCRIPTION FOR LOCATI				
LINE 0016 LOC 4121 PROG 4179 FUNC 5100				
OBJECT 5331 NO DESCRIPTION FOR LOCATI				
LINE 0017 LOC 4121 PROG 4179 FUNC 5100				
OBJECT 5390 NO DESCRIPTION FOR LOCATI				
LINE 0020 LOC 4121 PROG 4179 FUNC 5100				
OBJECT 5510 NO DESCRIPTION FOR LOCATI		24,964		24,964
LINE 0022 LOC 4121 PROG 4179 FUNC 5100				
OBJECT 5643 NO DESCRIPTION FOR LOCATI				
LINE 0027 LOC 4121 PROG 4179 FUNC 5100				
OBJECT 5692 NO DESCRIPTION FOR LOCATI		1,000		1,000
LINE 0030 LOC 4121 PROG 4179 FUNC 5100				
SUB-TOTAL NON-SALARIES		25,964		25,964
TOTAL FUNCTION - 5100	1,216	204,438	54,710	259,148
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 4121 PROG 4179 FUNC 6150				
SUB-TOTAL SALARIES	1	18,638	7,294	25,932
OBJECT 5330 NO DESCRIPTION FOR LOCATI		250		250
LINE 0039 LOC 4121 PROG 4179 FUNC 6150				
SUB-TOTAL NON-SALARIES		250		250

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION 4121 - 19 OPA-LOCKA ELEMENTARY

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
TOTAL FUNCTION - 6150	1	18,888	7,294	26,182
FUNCTION 7800 PUPIL TRANSPORTATION SERV PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0 OBJECT 5332 NO DESCRIPTION FOR LOCATI LINE 0033 LOC 4121 PROG 4179 FUNC 7800		3,000		3,000
SUB-TOTAL NON-SALARIES		3,000		3,000
TOTAL FUNCTION - 7800		3,000		3,000
19 OPA-LOCKA ELEMENTARY	1,217	226,326	62,004	288,330
TOTAL AVAILABLE REVENUE		288,330	TOTAL BUDGET	288,330
			AMOUNT DIFFERENCE	