

School Name and Number : 1001 - Coral Park Elementary School

School Performance Excellence Plan

Principal: Maria Nunez

Telephone #: (305) 221-5632

High School Feeder Pattern: 7271 - Miami Coral Park Senior

ACCESS Center Three

Board District #: 8 - Dr. Marta Pérez

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.



2003 - 2004

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 1001 - Coral Park Elementary School

School Performance Grades	2003	2002	2001	2000	1999
	<u>A</u>	<u>A</u>	<u>A</u>	<u>B</u>	<u>C</u>

Vision/Mission/Belief Statement(s):

VISION: To instill the values of life-long learning into the youngest citizens in our community.

MISSION: It is the mission of Coral Park Elementary School, together with the support of the parents and the community, to empower each student with technical skills, employability skills, and a positive self concept, in order for each student to become a responsible, confident, and productive citizen.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Coral Park Elementary School

Coral Park Elementary School, located at 1225 S.W. 97th Avenue, Miami, Florida 33174, was established in 1960 in southwest Miami-Dade County, Florida, as part of a school/park site. The student population consists of ninety-two percent Hispanic, one percent Black, five percent White, and two percent Other. These students attend kindergarten through grade five. The school services the community by providing before and after-school child care, Saturday school, and Exceptional Student Education (ESE) classes. The school will continue the program, Students as Tomorrow's Economic Leaders in Today's Education (S.A.T.E.L.I.T.E.) for the School-To-Career Initiative.

After analyzing and evaluating pertinent data such as the School's Demographic and Academic Profile, Florida Comprehensive Assessment Test (FCAT) 2002-2003 results, Annual Yearly Progress Report, the School Report Card, and the School Performance Excellence Plan results, Coral Park Elementary staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as schoolwide priorities for the 2003-2004 school year:

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by a five percentage points increase of the percent of students scoring FCAT Achievement Level 3 or higher on the 2004 administration of the FCAT, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Given schoolwide hands-on instruction using the Sunshine State Standards, students in grade 5 will increase their knowledge of science as evidenced by a five percent increase in students scoring at mastery level when comparing the Fall 2003 administration of the FCAT Coach Science Practice Test to the Spring 2004 administration.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a five percentage points increase of the percent of students scoring FCAT Achievement Level 3 or higher on the 2004 administration of the FCAT, while 38% of each subgroup identified in the NCLB requirements will score at the state required mastery level on the 2004 FCAT administration.

Given instruction using the Sunshine State Standards, the percentage of students in grade 4 scoring at 3 or higher on a writing prompt, using the FCAT rubric, will increase by five percent when comparing scores on the September, 2003 and May, 2004 administrations.

Given an increased focus on the use of technology as an instructional tool, at least 35% of faculty will participate in professional development activities related to instructional technology as evidenced by the professional development log.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all the school's stakeholders. Strategies to be implemented include the Comprehensive Reading Plan (CRP) and the Accelerated Reader program; solving mathematical problems using critical thinking skills; field trips to community businesses; continued schoolwide technology; the continuation of S.A.T.E.L.I.T.E.; and the continuation of our "Hooked on Reading", "Hooked on Math", and "Hooked on Writing" programs.

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.

Major Programs:

- Sunshine State Standards
- Competency-Based Curriculum
- Comprehensive Reading Plan
- Comprehensive Mathematics and Science Plan

Additional Delivery Models:

In addition, we offer The Urban Systematic Program (USP) in Math and Science, and Students as Tomorrow's Economic Leaders in Today's Education (S.A.T.E.L.I.T.E) to students from kindergarten through fifth grade. Additionally, the school has three special units dedicated to offering services to the Educable Mentally Handicapped (EMH), and Varying Exceptionalities (VE) two Learning Disability units, three Gifted units, as well as ESOL classes and an ESOL technology lab. Instruction is provided in traditional classroom settings and is enhanced using computer-based activities in all grades. The Accelerated Reader Program, FCAT Explorer, Brainchild, Riverdeep, Compass Learning, and Advanced Excellence Program (AEP) complement our traditional classroom environments.

Our Coral Park Elementary student support services offer counseling, mentoring, and social services. The school offers a variety of tutoring sessions before and after school, as well as on Saturdays.

Student Services:

The student services offered at Coral Park are:

- After School Media Center Services,
- Saturday School,
- Before and After School Care Program,
- Big Brother and Big Sister Partnership,
- D.A.R.E.,
- ENLACE,
- small Group Tutoring through A.A.R.P. volunteers,
- additional remedial tutoring,
- Parents as Volunteers in Education (P.A.V.E.),
- group counseling,
- individual Counseling,
- developmental Lessons (classroom lessons),
- secure eyeglasses for those in need.,
- contact outside agencies for specific services,
- confer and assist with outside social service agencies,
- provide for needy children (school supplies, uniforms, Thanksgiving dinners, Christmas gifts),
- assist stakeholders with information and guidance in completing forms to receive governmental aid,
- request and implement School Support Team, meetings for academic needs (pilot school),
- frequent home visits,
- selected occupational and vision therapies,
- individual student recognition for citizenship monthly,
- and monthly parenting skills newsletter.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1.2 Culture

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

Vision:

To instill the values of life-long learning into the youngest citizens in our community.

Mission:

It is the mission of Coral Park Elementary School, together with the support of the parents and the community, to empower each student with technical skills, employability skills, and a positive self concept, in order for each student to become a responsible, confident, and productive citizen.

Core Values:

Coral Park Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to quality: quality of education, quality of relationships, and quality of communication; We believe that each student should be loved, should belong, and should become a responsible, confident, and productive citizen; We believe that our responsibility is to our students, to our parents, to our employees, to the community and to the society that we serve.

1.3 Human Resources

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

This school employs a total of 65 full-time staff members. Our diversity consists of five Whites, 15 Blacks, and 45 Hispanics. Our gender composition is seven males and 58 females. Of this group, two are administrators, 38 are classroom teachers, eight are exceptional student educators, and one is a guidance counselor. In addition, there are 21 part-time staff members, six are clerical employees, seven are cafeteria workers, and four are custodial service workers. Of the teaching staff, 23 have advanced degrees, with the average length of time teaching in Florida is 10 years.

1.4 Building Resources

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

Coral Park Elementary School is located on 9.12 acres in central Miami-Dade County at 1225 S.W. 97th Avenue. It consists of nine buildings housing 39 classrooms, a media center, a music center, and a cafetorium, along with seven portables. This 43 year-old school has been retro-wired to provide Internet and Intranet access (which was purchased by the P.T.A.) to 95 percent of the classrooms. The newly remodeled media center houses a state of the art closed circuit television system and Internet access. Through the QZAB grant, extra computers were purchased for each classroom. The after school program has purchased equipment and materials to create a kindergarten center with a puppet theater, puzzles, games, etc. In addition, the after school program has contributed computers and Accelerated Reader quizzes and prizes for schoolwide use. Currently, they are also in the process of purchasing playground equipment. The school houses two ESOL Technology Labs through JOSTENS Program. Coral Park Elementary has recently purchased new equipment to support both the athletic and music programs.

1.5 Constraints

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

Please refer to Appendix A and B for legislative issues.

2. RELATIONSHIPS

2.1 Student

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

Coral Park Elementary School serves 858 students from the surrounding neighborhood, including standard curriculum students (48 percent), ESE students (25.5 percent), ESOL students (37.9 percent), and economically disadvantaged students (46 percent). The ethnic/racial makeup of the student population is 91

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

percent Hispanic, seven percent Anglo, one percent Black, and two percent Other. The mobility rate of the school is 18 percent. Coral Park Elementary School adheres to the Miami-Dade County Public Schools' mandated and suggested time requirements from all subject areas. These time frames are utilized as base lines to create schedules for all instructional personnel in order to give each client the appropriate allocated time of instruction. It is the objective of the school to strive to achieve the highest academic standard possible. To carry out such a task, a well balanced curriculum is offered at the school. In addition to the standard programs offered, Coral Park Elementary has provided its student population with a variety of special target programs to meet specific needs. The ESOL program has been highly enhanced by the use of computer labs and up-to-date materials. The staff has also received training in the latest ESOL teaching strategies.

Another group in need of the school's attention has been the Exceptional Student Education Program. To fully service this special group of students, the school has implemented resource and inclusion programs from kindergarten to fifth grade, providing language arts and mathematics support. We also have self-contained programs for our students identified as Educable Mentally Handicapped (EMH). Coral Park Elementary School has established an in-house Gifted program to fully service these special groups of students. The Gifted students are given Language Arts instruction in an enriching and academically advanced environment.

Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs.

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.

Coral Park Elementary establishes links with the community in a variety of child-centered strategies. Students are provided a vast support system through active family involvement, parent organizations, and community business partnerships. Coral Park Elementary strives to maintain a high percentage of student attendance in order to further increase our student achievement. Our students and their families recognize the importance of involvement to nurture the learning experience. Past events have taken the form of monthly meetings, cooperative partnering with the local university for adult English classes, and teacher provided workshops. This allows the school to keep up with the changing needs of the community that surrounds it.

Coral Park Elementary School endeavors to link with the community in several ways. At the beginning of the school year, Coral Park's PTA sponsors a community carnival on the school grounds. The entire neighborhood is invited. Booths are set up to offer services and to seek help and involvement from the community. The Parent Teacher Association fosters the active school community involvement by providing year-round activities. These events are child-centered, supportive of the educational curriculum, and are open to the surrounding community. Through this association, Coral Park Elementary has benefited our teachers and students by: replacing and installing new dry-erase boards, landscaping our school grounds, painting several classrooms, providing teachers with classroom supplies, providing needy students with backpacks, supplies, and uniforms. Our community volunteers witness first-hand the dedication to learning of our teachers and students.

Our Dade Partners assist our students in our Coral Park Elementary school to work program (S.A.T.E.L.I.T.E.) which provides concrete experiences for the transition from the classroom to the working environment.

Coral Park Elementary has teamed with the surrounding educational institutions to assist parents and students with parenting skills, tutoring, sports programs, and community beautification projects. This provides a multitude of hands – on experiences that offer students at varying learning abilities skills to enhance the whole child educational experience.

A majority of 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 students need to be enhanced through governmental assistance and by the provision of services at the school site such as child care and basic English literacy classes provided by the Florida International University (FLASH Program), including computer literacy.

Coral Park Elementary School enrolls approximately 250 students per year in its after school program. It works jointly with Coral Estates Park, to provide a sports cycle and arts and craft program. The community enjoys the benefits of using the school as a meeting place for the Westchester Baptist Church to hold Sunday services, the Boy Scouts of America for weekly meetings, and, the Coral Estates Soccer Association on Saturdays and Sundays for games as well as for weekday practices.

Coral Park Elementary offers our students, parents, and teachers a vision of life – long learning in the classroom as well as in our surrounding community. A student who experiences this in school becomes a responsible adult citizen involved in the enhancement of the community.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

2.3 Human Resources

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

Please refer to Staff Development (Appendex C).

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.

Coral Park Elementary enjoys a collaborative relationship with several Dade Partners such as Starbucks Coffee, Publix, Cami's Seafood Restaurant, Coral Park Estates Soccer Club, Westchester Shopping Center, Luis Necuze Allstate Insurance, Outback Steakhouse, and the Florida International University Engineering Department. These business partners provide monies for incentives, supplies, prizes, and books, as well as actual volunteer hours.

Coral Park Elementary School enjoys a collaborative relationship with our neighboring, Florida International University. Students from the University provide tutoring and mentoring for Coral Park's at-risk students and, at the same time, Coral Park educators provide supervision to interns from FIU.

Almost all students leaving Coral Park after fifth grade will attend Rockway Middle School and eventually, Miami Coral Park Senior High. The staff from Coral Park works closely with Rockway on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school.

Coral Park Elementary is pleased to be part of a close partnership with Saint Brendan's High School Key Club. Volunteers from the school sponsor needy children and provide school supplies to the neediest of Coral Park's students. They also assist the students with tutoring services in Saturday school.

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.

Coral Park Elementary School has improved consistently over the past five years, moving first from a "C" to eventually an "A" school for three-consecutive years now, under the Florida "A+" Plan. We have also been recognized in the Florida School Report as one of the top twenty high performing elementary schools in Florida.

Our attendance has increased to 97.40 percent last year, making us the number one school for attendance in Access Center III. Coral Park Elementary School has been recognized for its involvement with the Miami-Dade County Youth Fair, Jose Marti Parade, Walk to Cure Diabetes, and notable United Way Donations. In June 2001, Governor Jeb Bush visited Coral Park Elementary as a result of achieving "A+", under the Governor's A+ Plan.

Coral Park Elementary school offers "School-to-Career", Academic Excellence Program (AEP), Gifted, ESE, ESOL, free summer enrichment camp, free Saturday School, monthly parent enhancement workshops, and after hours media center services to meet our academic goals. Before and After School Care Program and a broad spectrum of PTA activities enrich the interface between students, parents, and teachers.

3.2 Competitors

This item explores the alternate schools available to students.

Several private schools are within or close to the boundaries of Coral Park Elementary School. These include St. Agatha Catholic School, Coral Park Day Care, and St. Brendan's Catholic School. Some of these institutions have been approved to receive vouchers from the Florida Department of Education, should a student at Coral Park Elementary become eligible. Additionally, there are five other elementary public schools, ranging from "C" to "A", and charter schools nearby: Dr. Carlos Finlay, E. W. F. Stirrup, Everglades Elemiddle, Banyan, Sweetwater, Doral Academy, and Rockway Elementary.

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.

Coral Park Elementary School enjoys a collaborative system of leadership that includes representatives from all parent groups on Educational Excellence School Advisory Council (E.E.S.A.C.), its primary decision-making group. Leaders in the school provide technical support along with the professional and personal growth opportunities that parents need in order to make informed decisions. Innovation is encouraged, and new ideas are given every opportunity to

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

succeed.

Coral Park Elementary School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all parents is considered an essential part of program improvement. This on-going communication between the school leadership team and the parents enables us to provide educational programs that are tailored to students' needs.

Offering support to the parents and students of Coral Park Elementary School, beyond the three "R's" is crucial to the success of the school. Teachers need access to a strong system of mentoring to address academic deficits and behavioral issues. In facilitating this approach, input from all parents is considered an essential part of program improvement. This on-going communication between the school leadership team and the parents enables us to provide educational programs that are tailored to students' needs.

Parents are offered English language skills, parenting skills, and access to social services and governmental resources. All of our activities include interactive parents/student services.

3.4 Dynamics

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

Coral Park Elementary is continually adapting to the ever-changing community dynamics. This is due in part to competition from the neighboring "A" schools and magnet programs. Additionally, the demographics of the neighborhood indicate that the population is aging and that there has been a swelling of the population in the middle schools and senior high schools, with reduced enrollment at the elementary level. The school's EESAC has determined that the increase in the number and types of competing schools in the neighborhood is a potential threat to Coral Park.

We foster a relationship with ENLACE to maintain a tutoring program. We cultivate parenting skills workshops throughout the year. We also work with our Dade Partners to nurture a greater involvement in school programs by the business community.

We continue to highlight our successes throughout the community to constantly entice and maintain students.

4. CHALLENGES

4.1 Learning

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

Coral Park Elementary faces the challenges of increasing academic support for all of its students and the decrease of class sizes. Our focus this year will be the improvement and performance of each student subgroup as noted in the 2003 Adequate Yearly Progress Report (AYP).

The state mandated class size is a critical issue within Miami-Dade County Public schools. Studies have shown that more individualized attention can be given when the teacher to student ratio is lessened.

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.

Coral Park Elementary has identified several challenges in its relationships with teachers. Among these are the challenges of soliciting parent volunteers, the challenge of implementing technology in the classroom using new, innovative programs, and the overall motivation of the school faculty.

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.

Coral Park Elementary School has identified a key issue concerning challenges in the relationships within internal operations and external forces. According to the Parent Climate Survey, the parents' main concerns are: overcrowding in the classroom and the additional training for teachers in the use of computers in the classroom.

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.

Coral Park Elementary has identified several issues concerning challenges in process improvement. Among these are results of the FCAT reading and mathematics assessment which indicate that there is a need to address the needs of students scoring at achievement levels one and two of the Limited English Proficient (LEP) and Students With Disabilities (SWD) who did not meet the Adequate Yearly Progress Requirements.

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.

Coral Park Elementary faces the challenge of increasing academic support for the subgroups identified in the Adequate Yearly Progress Report. Portfolios are created to track the student's progress throughout the year. In order to address these needs, Coral Park Elementary School will implement small group instruction, volunteer help through the P.A.V.E. program, facilitate monthly parent workshops, and provide remedial tutoring programs through Saturday School, ENLACE, Big Brothers/Big Sisters mentoring, as well as the before and after school care program.

To achieve lower class size as mandated by the state, new teachers have been hired. In addition, tutors are used within the classroom to assist in small group instruction. Inclusion classes have two teachers allowing the reduction of the teacher-pupil ratio.

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.

Coral Park Elementary has identified several areas concerning improvement in the Educational Delivery process. Our school solicits Parent and Community Volunteers using a variety of avenues such as AARP volunteers, the Advocate Program, and the school-developed Parents As Volunteers in Education (P.A.V.E.) Program. These volunteers assist with small groups in the classroom that allow for more individual attention to the students. In addition, the implementation of new technological programs in the classroom include the use of Riverdeep, Brainchild, Assess2Learn, and FCAT Explorer. Staff morale has been heavily boosted with the aid of Stephen C. Lundin, Harry Paul, and John Christensen's "FISH! A Remarkable Way to Boost Morale and Improve Results". This is the motto we have adopted throughout our school this year. FISH's philosophy will help the staff in our school regain their energy and passion for their lives and teaching profession.

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.

Coral Park Elementary School has identified a key issue concerning challenges in the relationships within internal operations and external forces. To address the challenges, administration reorganized class schedules to provide smaller groups in the language arts and mathematics programs and hired two new teachers to reduce the class size.

In addition, new technological software programs (Brainchild and Riverdeep), were acquired by various means in order to address the needs of our students as well as the faculty. Coral Park Elementary, in conjunction with the Teacher Education Center, will conduct professional development activities for the faculty.

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.

Coral Park Elementary School has identified several issues concerning challenges in process improvements. One of these are the results of the FCAT reading and mathematics assessment indicate a necessity to address the needs of students scoring at achievement levels one and two with emphasis on the LEP and SWD students who did not meet the AYP requirements. In order to address this challenge, these students will be offered small group instruction within the classroom setting and after school tutorial assistance. In addition, Coral Park Elementary will partner with the region and district to schedule inservices for teachers in reading and mathematics to enhance the delivery of instruction.

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 Educational Excellence School Advisory Committee (EESAC) has reviewed the 2003-2004 budget. The EESAC has decided that the budget allocated to the committee be utilized for tutoring services for the low 25 percent students as well as the targeted AYP subgroups (LEP and SWD).

Training:

The EESAC recommends, based on a staff needs assessment, staff training in the areas of mathematics and science.

Instructional Materials:

The EESAC recommends the purchase of Carolina Labs Science Kits, science manipulatives for experiments, and more informational text (non-fiction) books and magazines subscriptions related to science.

Technology:

The EESAC recommends parental training on programs such as Riverdeep, Brainchild, Dade County Public School's web site, as well as the purchase of additional computers to integrate technology and instruction for all students.

Staffing:

The EESAC recommends that funds be used for student remediation in reading through tutoring services before and after school hours.

Student Support Services:

The EESAC committee supports the continuation of the Parents as Volunteers in Education (P.A.V.E.), which promotes parental involvement within the classroom. The EESAC also recommends a continuing partnership with the ENLACE program which provides tutoring services.

School Safety and Discipline:

The EESAC recommends the ongoing schoolwide discipline action plan. It also recommends to continue the D.A.R.E. Program, GEAR UP Program, and the "Non-Violence Project" sponsored by the Florida International University ENLACE Program, which motivates and engages the students in positive actions to make our school safer and healthier.

Other Matters of Resource Allocation:

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

Benchmarking:

The EESAC recommends and supports the use of Sunshine State Standards, Grade Level Expectations, and M-DCPS Competency Based Curriculum.

School Data Summary: (compare the last 5 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
A	A	A	B	C

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	72	78	96	246
% Making Learning Gains	73	72		145
Adequate Progress of Lowest 25% in the school?	71			71
Total School Grade Points	216	150	96	462

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	74	71	82	227
% Making Learning Gains	78	86		164
Adequate Progress of Lowest 25% in the school?	84			84
Total School Grade Points	236	157	82	475

School Data Summary: (compare the last 5 years, if available)

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
2002-2003	138	296	21	17	36	24	2	138	342	7	12	34	28	18
2001-2002	138	301	22	14	30	27	6	138	340	14	10	25	28	23
2000-2001	154	287						153	294					

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
2002-2003	132	313	20	20	29	21	11	132	315	16	18	37	22	7
2001-2002	156	308	19	16	36	21	8	156	304	17	24	37	18	4
2000-2001	149	296	32	14	32	16	7	149	282					
1999-2000	138	288	33	17	29	17	4							
1998-1999	128	292	33	16	34	16	1							

School Data Summary: (compare the last 5 years, if available)

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

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
2002-2003	164	292	23	11	44	19	4	164	332	17	21	26	29	8
2001-2002	145	289	21	19	37	19	3	145	325	20	28	23	19	11
2000-2001	151	283						151	330	15	28	26	25	6
1999-2000								138	323	19	28	29	18	7
1998-1999								145	304	32	38	23	7	0

School Data Summary: (compare the last 5 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
2002-2003	131	3.9	0	2	1	3	8	25	31	18	6	3	3
2001-2002	152	3.7	1	0	3	2	34	13	24	6	13	1	2
2000-2001	149	3.5	3	2	3	3	17	13	33	12	9	0	1
1999-2000	149	3.4	3	1	7	4	21	15	23	10	8	2	0
1998-1999	125	3.3	2	4	9	6	23	14	31	5	5	0	1

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
2002-2003	63	3.9	0	3	0	3	8	29	32	16	3	5	2
2001-2002	76	3.6	3	0	0	1	45	9	18	5	14	0	3
2000-2001	73	3.5	3	1	4	0	18	12	33	15	8	0	0
1999-2000	76	3.4	4	0	9	4	18	14	22	9	11	4	0
1998-1999	61	3	3	8	13	5	26	20	23	2	0	0	0

School Data Summary: (compare the last 5 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

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
2002-2003	68	4	0	1	1	3	7	22	29	21	9	1	4
2001-2002	76	3.7	0	0	7	3	24	16	29	7	12	3	1
2000-2001	76	3.5	3	3	3	7	16	14	33	9	9	0	1
1999-2000	73	3.3	1	3	5	4	23	16	25	11	5	0	0
1998-1999	64	3.7	0	0	5	6	20	9	39	8	9	0	2

School Name: Coral Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 1 2 3

State Goal #: 1 2 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)	(x)	(x)	(x)

Needs Assessment

Results of the 2003 FCAT Reading Test indicate that 62 percent of the third grade students, 61 percent of the fourth grade students, and 67 percent of the fifth grade students tested scored at or above level 3. In addition, 62 percent of students achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report. However, students within the subgroups of LEP and SWD did not attain level 3 or above on the 2003 FCAT Reading test.

Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by a five percentage points increase of the percent of students scoring FCAT Achievement Level 3 or higher on the 2004 administration of the FCAT, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if there is a five percentage points increase in the percent of students scoring the State Required Mastery Level in the 2004 administration of the FCAT Reading Test, while 31 percent of the subgroups identified will meet Adequate Yearly Progress, or if the subgroups show 10 percent improvement in the percentage of students scoring below grade level in reading.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT assessment. In addition, student progress will be monitored periodically through research based FCAT quarterly tests. Weekly tests will be administered, which will be used to monitor progress toward this objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Nunez, Maria	Casanova, Maria	Trujillo, Vilma
Necuze, 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 . Read selected grade level career related books in preparation for the annual Career Day and highlight the students' findings in a Career Book Bonanza.	Media Specialist, Classroom Teachers	Media Center, Library Books	Apr. '04	May '04
2 . Administer District FCAT quarterly assessments and weekly reading tests in order to monitor student performance and provide students with an opportunity to demonstrate mastery of reading skills throughout the 2003-2004 school year.	*Classroom Teachers, Administration	District FCAT Assessments, Teacher Developed Weekly Assessments, Daily FCAT Practice Books, Basal Books, Guided Reading Books	Sep. '03	Jun. '04
3 . Implement the "Hooked on Reading" Program that identifies students not meeting state reading requirements as delineated in the AYP results and offer tutorial services to assist in enhancing reading skills.	*Classroom Teachers, Administration	Teacher Developed Weekly Assessments, Student Profiles, Basal Books, Guided Reading Books	Sep. '03	Jun. '04
4 . Provide remedial assistance to students in the LEP programs that will address remediation in the Sunshine State Standards.	*Administration, Classroom Teacher, Resource Teacher	Guided Reading Books, Tutorial Reading Program (America Reads, Riverdeep, FCAT Explorer)	Sep. '03	Jun. '04
5 . Provide remedial assistance to students in the ESE programs that will address remediation in the Sunshine State Standards.	*Administration, Classroom Teacher, Resource Teacher	Guided Reading Books, Tutorial Reading Program (America Reads, Riverdeep, FCAT Explorer)	Sep. '03	Jun. '04

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: Coral Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Science

Aligns with District Goal # 1 2 3

State Goal #: 1 2 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)	(x)	(x)	()

Needs Assessment

Results of the 2003 FCAT Science indicate that Coral Park Elementary students scored at an average mean of 289, well above the District's mean score is 270.

Objective

Given schoolwide hands-on instruction using the Sunshine State Standards, students in grade 5 will increase their knowledge of science as evidenced by a five percent increase in students scoring at mastery level when comparing the Fall 2003 administration of the FCAT Coach Science Practice Test to the Spring 2004 administration.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved when 70 percent of students make a five percent learning gain.

Evaluation:

This objective will be evaluated by the scores of the April 2004 FCAT Coach post-test. Quarterly assessments will be used to monitor progress towards this objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Nosti, Jorge		Graefe, Brian		Spence, Helen	
Casanova, Maria		Diaz, Juan C			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Read selected grade level books related to careers in science.	*Media Specialist, Classroom Teacher	Media Center, Library Books	Mar. '04	Jun. '04
2. Provide opportunities for students in fifth grade to monitor improvement of science skills through the use of quarterly grade level progress tests based on the Sunshine State Standards.	*Administration, Classroom teacher	Supplemental Materials	Sep. '03	Jun. '04
3. Provide opportunities for students to explore career choices in scientific fields.	*Classroom teacher, Career Day Committee, Media Specialist	Career Day Program	Mar. '04	Jun. '04
4. Instruct students in the use of science process skills through hands on activities by conducting a minimum of 15 science experiments a year.	*Classroom teachers	Science Lab materials Science Log	Sep. '03	Jun. '04
5. Continue to engage teachers in grade level instructional planning and professional staff development science inservices.	*Assistant Principal, Classroom Teachers	Supplemental Materials	Aug. '03	Jun. '04

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: Coral Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal # 1 2 3

State Goal #: 1 2 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)	(x)	(x)	(x)

Needs Assessment

Results of the 2003 FCAT Mathematics test indicate that 80 percent of the third grade students, 66 percent of the fourth grade students, and 63 percent of the fifth grade students tested scored at or above level 3. In addition, 68 percent of students achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report. However, students within the subgroups of LEP and SWD did not attain level 3 or above on the 2003 FCAT Mathematics test.

Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a five percentage points increase of the percent of students scoring FCAT Achievement Level 3 or higher on the 2004 administration of the FCAT, while 38% of each subgroup identified in the NCLB requirements will score at the state required mastery level on the 2004 FCAT administration.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if there is a five percentage points increase in the percent of students scoring the State Required Mastery Level in the 2004 administration of the FCAT Mathematics Test, while 38 percent of the subgroups identified will meet Adequate Yearly Progress, or if the subgroups show ten percent improvement in the percentage of students scoring below grade level in mathematics.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT assessment. In addition, student progress will be monitored periodically through research based FCAT quarterly tests. Weekly tests will be administered, which will be used to monitor progress toward this objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Necuze, Luis	Del Busto, Olga	Hernandez, Carla
Guarch, Delia		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Incorporate School-To-Career activities in weekly lesson plans such as hands on experiences, problem solving activities that promote critical thinking, and cooperative learning as related to real life situations.	*Classroom Teachers Administration,	Critical Thinking Activities, Real-life situations	Sep. '03	Jun. '04
2 . Administer weekly practice tests to enhance test taking and critical thinking skills through our "Hooked on Mathematics" Program.	*Classroom Teachers, Administration,	Teacher Developed Assessments, Daily FCAT Practice Books, Chapter Test	Aug. '03	Jun. '04
3 . Involve students at each grade level in a schoolwide Math Bowl Competition to promote enthusiasm and friendly competition in mathematics.	*Administration, Classroom Teachers	Math Bowl Incentive and Rewards for participants and winners	Apr. '03	Jun. '04
4 . Identify the students in all subgroups as delineated in AYP disaggregated data scoring at Level 1 of the FCAT Mathematics Test, and implement a tutorial program to address the mathematics deficiencies of students.	*Administration, Classroom Teacher, Resource Teacher	Riverdeep, Brainchild, FCAT Explorer, Classroom Teacher	Sep. '03	Jun. '04
5 . Provide remedial assistance, such as tutoring and extra class time, to students in ESE and LEP programs that will address remediation in the Sunshine State Standards.	*Administration, Classroom Teachers, Resource Teachers	Brainchild, Riverdeep, FCAT Explorer, Harcourt Series Supplemental Materials	Sep. '03	Jun. '04

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: Coral Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Writing

Aligns with District Goal # 1 2 3

State Goal #: 1 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)	(x)	(x)	(x)

Needs Assessment

Results of 2003 FCAT Writing Assessment indicates that 96 percent of students in fourth grade met the state required mastery level.

Objective

Given instruction using the Sunshine State Standards, the percentage of students in grade 4 scoring at 3 or higher on a writing prompt, using the FCAT rubric, will increase by five percent when comparing scores on the September, 2003 and May, 2004 administrations.

Definition of Adequate Progress:

Adequate Progress will be deemed to have been achieved if there is a five percent increase in the percentage of students scoring a 3.0 or higher when comparing scores on the September and May prompts.

Evaluation:

This objective will be evaluated by scores on the administration of the September and May prompts. In addition, monthly writing prompts will be administered and monitored to ensure achievement of this objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Necuze, Julianne	Necuze, Ana	Suarez-Garcia, Isabel
Viera, Mabel		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Implement the writing process to develop career awareness at all grade levels	*Career Day Committee, Classroom Teachers, Administration Media Specialist	Career Day Writing Prompts, Media Center, Reference Library	Jan. '04	May '04
2 . Require expository and/or narrative writing samples on a monthly basis to be evaluated in conjunction with AYP Performance Standards, based on the six point writing rubric through our "Hooked on Writing" Program.	*Classroom Teacher, Administration	District FCAT Pre and Progress Assessment	Sep. '03	May '04
3 . Administer the District FCAT Pre and Post Writing Prompt that identifies performance improvement in writing skills Require expository and/or narrative writing samples on a monthly basis to be evaluated in conjunction with AYP Performance Standards, based on the six point writing rubric through our "Hooked on Writing" Program.	*Classroom Teachers, Administration	Monthly schoolwide writing prompts, Writing Rubric, Hooked on Writing Profiles	Sep. '03	Jun. '04
4 . Continue to implement the Sunshine State Standards to strengthen skills in the writing process.	*Classroom Teachers, Administration,	Journals, weekly writing activities	Sep. '03	Jun. '04
5 . Expand and improve the quality of writing through the use of technology by involving students in publishing documents that have been written in a variety of modes, such as reports, stories, and poems.	*Administration, Classroom Teachers	Computers, Word Processing Software	Oct. '03	Jun. '04

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: Coral Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 5 : Technology

Aligns with District Goal # 1 2 3

State Goal #: 3 6

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)	(x)

Needs Assessment

Through individual self assessments gathered at the conclusion of the 2002-2003 school year, classroom teachers expressed a need for increased professional development in the area of technology.

Objective

Given an increased focus on the use of technology as an instructional tool, at least 35% of faculty will participate in professional development activities related to instructional technology as evidenced by the professional development log.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 35% of the faculty participates in professional development activities related to instructional technology. Professional development logs will be reviewed quarterly to monitor progress toward this objective.

Evaluation:

This objective will be evaluated by a review of the school's professional development log.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Diaz, Juan C	Oxidine, Deydamia	Nunez, Maria
Suarez, Alfredo		

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 awareness of technology related careers through the school's career day activity.	*Career Day Committee, Classroom Teachers, Media Specialist	Career Day Community Participants	Mar. '04	May '04
2 . Provide onsite professional development and ongoing support for faculty in incorporating technology within the curriculum.	*Administration, Technology Liaison, Media Specialist	Media Center , Micro Technician, Computer Lab	Sep. '03	Jun. '04
3 . Provide opportunities for participation in District Wide Technology Workshops.	*Administration, Faculty Members	E-mail access, Workshop Facilitation,	Sep. '03	Jun. '04
4 . Implement activities in requiring students to use the World Wide Web as an additional classroom resource to further enhance the curriculum.	*Faculty Members, Students, Administration	Computer Lab, Media Center	Sep. '03	Jun. '04
5 . Assign a technology liaison to facilitate professional development in the area of instructional technology	*Administration	Media Center Technology Resources, Technology Leadership Conference	Oct. '03	Jun. '04

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 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.

APPENDIX A

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:

- 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

School District Goals:

APPENDIX B

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.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Developmental Reading Assessment</i>	Teachers: 70 Administrators: 50 Others: 0	Training will be provided for new staff members
<i>Gifted Language Arts/Reading and Social Studies</i>	Teachers: 9 Administrators: 0 Others: 0	Training will be provided for new staff members
<i>Norma Bossard Literacy Conference</i>	Teachers: 2 Administrators: 0 Others: 0	Training will be provided for new staff members
<i>Project BEAR (First Grade Teachers)</i>	Teachers: 4 Administrators: 50 Others: 0	Training will be provided for new staff members
<i>Project OWL (Second Grade Teachers)</i>	Teachers: 4 Administrators: 0 Others: 0	Training will be provided for two more teachers this year
<i>Reading Leader Staff Development</i>	Teachers: 4 Administrators: 0 Others: 0	District Training will be ongoing.
<i>Assess2Learn Training (Opening of School)</i>	Teachers: 100 Administrators: 0 Others: 0	Training will be provided for new staff members
<i>Reading Assessment for the LEP Child</i>	Teachers: 4 Administrators: 50 Others: 0	Additional Training will be provided.
<i>FAB Training SST</i>	Teachers: 2 Administrators: 50 Others: 0	District Training will be ongoing.
<i>Grade Three Portfolio Guidelines</i>	Teachers: 11 Administrators: 100 Others: 0	District Training will be ongoing.
<i>Houghton Mifflin Training- New Reading Series</i>	Teachers: 100 Administrators: 100 Others: 0	Additional training will be provided as needed.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Reading is FUNdamental</i>	Teachers: 4 Administrators: 0 Others: 0	District Training will be ongoing.
<i>FLARE Workshops</i>	Teachers: 9 Administrators: 100 Others: 0	Additional training will be provided as needed.
<i>CRISS Training</i>	Teachers: 17 Administrators: 100 Others: 0	Training will be provided for more teachers this year
<i>COMPASS Learning Word on Wings</i>	Teachers: 2 Administrators: 0 Others: 0	Training will be provided for additional teachers this year

Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>CRISS Training</i>	Teachers: 17 Administrators: 100 Others: 0	Training will be provided additional teachers this year
<i>FCAT Writing Strategies</i>	Teachers: 14 Administrators: 100 Others: 0	Training will be provided for additional teachers this year

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>USP Mathematics and Science</i>	Teachers: 11 Administrators: 50 Others: 0	District Training will be ongoing.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>SMILE</i>	Teachers: 26 Administrators: 100 Others: 0	Additional Training will be provided.
<i>Instructional Improvement Team (IIT)</i>	Teachers: 6 Administrators: 50 Others: 0	Additional Training will be provided as needed.
<i>Mathematics Staff Development for LD/VE teachers</i>	Teachers: 4 Administrators: 0 Others: 0	District Training will be ongoing.
<i>Principal Institute Division of Mathematics and Science Workshop</i>	Teachers: 0 Administrators: 100 Others: 0	District Training will be ongoing.
<i>Eisenhower Math/Science</i>	Teachers: 15 Administrators: 0 Others: 0	Training will be provided to new staff members
<i>Access III Training for Teachers in Mathematics/Science</i>	Teachers: 20 Administrators: 100 Others: 0	Training will be provided to new staff members
<i>Inquiry Mathematics Staff Development for LD/VE Teachers</i>	Teachers: 4 Administrators: 0 Others: 0	Training will be provided to new staff members
<i>Mathematics Teacher's Forum</i>	Teachers: 23 Administrators: 50 Others: 0	Training will be provided to new staff members

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
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APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>SMILE Workshops</i>	Teachers: 26 Administrators: 100 Others: 0	Training will be provided to additional staff members
<i>Hands On Science</i>	Teachers: 4 Administrators: 0 Others: 0	Training will be provided to additional staff members
<i>Science Inquiry for LD/VE</i>	Teachers: 4 Administrators: 0 Others: 0	Training will be provided as needed.
<i>Comprehensive Plan Science (USP)</i>	Teachers: 2 Administrators: 50 Others: 0	Training will be provided as needed.
<i>Inquiry Matters Incorporating Inquiry into Elementary Physical Science for Science Resource Teachers</i>	Teachers: 4 Administrators: 50 Others: 0	Training will be provided to additional staff members

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>FCAT Explorer (Opening of School)</i>	Teachers: 100 Administrators: 100 Others: 0	Training will be provided for new staff members
<i>Assess2Learn Training</i>	Teachers: 100 Administrators: 100 Others: 0	Additional Training will be provided for new staff members
<i>FISH! Building and Raising Morale (Opening of School)</i>	Teachers: 100 Administrators: 100 Others: 100	Monthly updates
<i>Brainchild (Computer Program)Opening of School</i>	Teachers: 50 Administrators: 50 Others: 0	Additional training will be provided for new staff members

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>PROUD Facilitator Meeting</i>	Teachers: 0 Administrators: 100 Others: 2	Additional Training will be provided for new staff members
<i>NCLB AYP Final Draft Revision (Tallahassee, Florida)</i>	Teachers: 4 Administrators: 100 Others: 0	As needed.
<i>Counselor Meeting</i>	Teachers: 0 Administrators: 0 Others: 2	District Meetings will be ongoing.
<i>SRUSS Meeting (Kindergarten Training)</i>	Teachers: 11 Administrators: 100 Others: 0	Additional Training will be provided for new staff members
<i>Functional Assessment of Behavior</i>	Teachers: 2 Administrators: 0 Others: 0	District Meetings will be ongoing.
<i>School to Career Connections Training</i>	Teachers: 11 Administrators: 50 Others: 0	Additional Training will be provided for new staff members
<i>Methods of Teaching ESOL</i>	Teachers: 4 Administrators: 0 Others: 0	Additional Training will be provided for new staff members
<i>After Care Manager Meeting</i>	Teachers: 2 Administrators: 50 Others: 0	District Meetings will be ongoing.
<i>FCAT Data Analysis</i>	Teachers: 2 Administrators: 100 Others: 0	District Meetings will be ongoing.
<i>Diversity Compliance Workshop</i>	Teachers: 100 Administrators: 100 Others: 0	As Needed.
<i>SST Coordinators Workshop/Meeting</i>	Teachers: 2 Administrators: 50 Others: 2	District Meetings will be ongoing.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>District Wide Media Specialist Meetings</i>	Teachers: 0 Administrators: 0 Others: 2	District Meetings will be ongoing.
<i>SPP Training for Third Grade Teachers</i>	Teachers: 13 Administrators: 50 Others: 0	District Meetings will be ongoing.
<i>"No Child Left Behind" Inservice</i>	Teachers: 100 Administrators: 100 Others: 0	"No Child Left Behind" Inservice updates for 2004
<i>"Wellness and Fitness Program" by Miami Dade County Public Schools</i>	Teachers: 100 Administrators: 100 Others: 0	As needed.

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.