
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0961 - Coral Gables Elementary School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Cheli Cerra

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Coral Gables Elementary School

Coral Gables Elementary serves a pre-kindergarten through fifth grade student population from all socio-economic backgrounds, including recent immigrants from developing nations in Latin America and South America. Presently, the diverse population of 716 students is comprised of 30 percent White, 63 percent Hispanic, 3 percent Black, and 5 percent Other. Twenty-four percent of our students qualify for free or reduced lunch benefits (128 students qualify for free lunch and 47 students qualify for reduced lunch). Thirty-nine percent of our students qualify for the Exceptional Student Education Program (ESE) (188 students are Gifted, 62 students are Specific Learning Disabled, 1 student is Educable Mentally Handicapped, 12 students are Speech Impaired, 2 students are Deaf or Hard of Hearing, 6 students receive Occupational Therapy, 1 student is Profoundly Mentally Handicapped, 1 student is Autistic, 1 student is Developmentally Delayed and 3 students are Other Health Impaired). Student enrollment has stabilized due to the school's participation in the District's Controlled Choice Program.

After reviewing, analyzing, and evaluating relevant data from statewide, district wide, and school wide assessments in addition to relevant data from the Organizational Performance Improvement Snapshot (OPIS) Survey, academic and demographic profiles, existing programs, and professional development, the faculty and staff of Coral Gables Elementary and the Educational Excellence School Advisory Council (EESAC) have identified the following objectives as school wide priorities for 2005-2006:

Given instruction using the Sunshine State Standards, students in third through fifth grades, including Level 1 students will increase their reading performance on the Florida Comprehensive Assessment Test (FCAT) as evidenced by an increase in the percentage of students moving toward the next achievement level.

Given instruction using the Sunshine State Standards, students in third through fifth grades, including Level 1 students, will increase their mathematics performance on the Florida Comprehensive Assessment Test (FCAT) as evidenced by an increase in the percentage of students moving towards the next achievement level.

Given instruction using the Sunshine State Standards, students in fourth grade will maintain or increase by 1% their writing proficiency on the Florida Comprehensive Assessment Writing + Test as evidenced by an increase in the percentage of students achieving state mastery.

Given instruction using the Sunshine State Standards, students in fifth grade will meet or exceed their science performance on the Florida Comprehensive Assessment Test (FCAT) as evidenced by an increase in the state mean scale score on the 2006 FCAT Science Test.

Given school-wide focus on the importance of parental involvement, parental roles as school volunteers will be emphasized as evidenced by an increase of two percentage points in the number of parents engaged in volunteer activities as documented in logs of volunteer activities during the 2005-2006 school year as compared to the 2004-2005 school year.

Given school-wide focus on safety, 75 percent of students in grades three through five will participate in the newly adopted district approved Amberwatch Alert Safety Program.

Given school-wide focus of the implementation of technology, 75% of the CGE faculty will participate in at least three school-wide technology training sessions which will enable more technology-based learning within the classroom.

Given school-wide focus on physical fitness, 75 % of students will earn a silver certificate (FITNESSGRAM for Excellent Achievement) or a gold certificate (FITNESSGRAM for Superior Achievement) as determined by their scores on the district-mandated administration of the Presidential Physical Fitness Test.

Given school-wide focus on the importance of student participation in the special areas, twenty-five percent of students in grades four and five will participate in activities sponsored by the art and music departments.

Coral Gables Elementary School will maintain or improve by one percent its 2003 93rd percentile ranking on the State of Florida ROI index publication.

Coral Gables Elementary remains committed to strengthening student achievement and school wide success through the successful implementation of this School Improvement Plan (SIP). CGE will also continue to build upon the best practices and strengths reflected in the OPIS results and develop and monitor ways to improve upon our weakest areas. Faculty and staff are continually seeking new strategies and additional resources to enhance student achievement and school wide success.

The two weakest areas as determined by the results of the OPIS both fall under the Business Results category. Category 7c addresses the area of how well the CGE faculty and staff are informed in regards to the school's financial status. The school's principal has already committed to providing a School Budget Analysis Training for all faculty and staff. Category 7e addresses progress and issues that may impede progress. Another school wide survey will be developed and results will be analyzed to further study and understand what the faculty and staff feels gets in the way of progress and how CGE can improve and move forward in this area.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Coral Gables Elementary School

VISION

At Coral Gables Elementary School, we aim high and achieve higher for excellence.

MISSION

To offer a safe, dynamic, and motivational environment that is optimal for teaching and learning. To instill good habits, compassion, and high tolerance that will empower students to set high goals, reach their potential, and believe in themselves. These values will provide students with the tools to become productive and responsible citizens who aim high and achieve higher.

CORE VALUES

Coral Gables Elementary's Core Values are envisioned in the acronym "C.A.T.C.H." - Character, Attitude, Teamwork, Collaboration, and Hard Work.

The school envisions that, in striving for achievement of our school goals, stakeholders are all in it together. Our school's goals are entwined with CGE's Core Values. Student achievement is built and measured by good citizenship/character and hard work. An innovative, productive workforce and a collaborative, safe workplace are achieved through teamwork, collaboration, positive attitude, and hard work. Community involvement is also built through collaboration, citizenship, and hardwork.

School Demographics

Coral Gables Elementary School was established in 1923 and currently serves a pre-kindergarten through fifth grade student population from all socio-economic backgrounds, including many recent immigrants from developing nations in Latin America and South America. Presently, the diverse population of 716 students is comprised of 30% White, 63% Hispanic, 3% African American, 5% Other. Twenty-four percent of our students qualify for free or reduced lunch (128 students qualify for free lunch and 47 students qualify for reduced lunch). Fourteen percent are Limited English Proficient (LEP) (17 students are in level 1, 24 students are in level 2, 19 students are in level 3, and 42 students are in level 4). Thirty-nine percent qualify for the Exceptional Student Education Program (ESE). Student enrollment fluctuates by a 23% mobility rate, but has stabilized due to the school's participation in the District's Controlled Choice Program.

The CGE Staff is both highly motivated and dedicated with commitment and participation evident in an impressive staff attendance rate of 96%. CGE employees include 64 full time staff members, 2 administrators, 33 classroom teachers, 3 Exceptional Education teachers, 8 special area teachers, 1 guidance counselor, 1 media specialist, 5 clerical staff, 6 custodial service workers, 8 cafeteria workers, 1 one-to-one teacher's aide, and 1 microsystems technician. The breakdown of part-time staff is as follows: 1 hourly teacher, 8 hourly teacher aides and clerical assistants, 1 part-time security monitor, and 1 part-time custodian. For instructional staff, the average length of teaching experience in the state of Florida is 10 years. Human resources at the school consist of all the previously mentioned personnel, a speech therapist, an occupational therapist, a hearing itinerant teacher, Plant Operation/Custodial staff, YWCA After School Care Staff, business partners, parents, and volunteers. Participation in personal and professional growth opportunities is encouraged for all employees. More than half (20) have Master's Degrees, 3 have Specialist Degrees, and 1 has a Doctoral Degree. Teachers are constantly in the process of Professional Development with 3 teachers currently applying for National Board Certification and 2 in School Leadership Training. Three teachers are already Nationally Board Certified. The non-instructional staff is afforded opportunities to advance skills through training in-services and workshops.

Coral Gables Elementary School houses a full-time gifted program for grades 1st through 5th servicing students from Regional Center IV Schools. The school also provides an Academic Excellence Program targeting journalism, broadcasting, and a School wide Geography Bee Club, which has enjoyed winning within the Top 5 Ranking for the last seven years. The school was awarded the Miami-Dade County Public Schools' Platinum Award for Superior Performance Excellence.

School Foundation

Leadership:

The organization's school leadership team consists of the principal, assistant principal, EESAC Chairperson, and grade level and department chairpersons. The leadership team functions through a consensus management system that facilitates organizational performance through a flowing leadership system. The September 2005 Organizational Performance Self Assessment Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a. The faculty and staff agree that the principal shares information about the organization, and creates an environment for empowerment, learning and innovation.

District Strategic Planning Alignment:

The organization's school stakeholders follow the Continuous Improvement Model (CIM) in the strategic planning process. This process allows a clear approach to developing strategic objectives and projections in order to focus efforts and resources where they are most needed. The September 2005 Organizational Performance Self Assessment Survey reflects that our strongest item in the area of Strategic Planning was understanding the strategic planning process, item, 2b. Strategic planning at Coral Gables Elementary is designed to be measured and supported in an "on-going" cycle that revisits the organization's "needs" on a continuum.

Stakeholder Engagement:

The organization measures customer satisfaction using a variety of data sources including the School Climate Survey. The survey indicated that the school was rated an "A" by staff, student and parents. The September 2005 Organizational Performance Self Assessment Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders, item 3a. Based on these results, it is evident that opportunities are provided for stakeholder engagement through the various programs and mechanisms in place that allow for stakeholder participation, and input.

Faculty & Staff:

The organization places a paramount importance on the recruitment and retention of quality faculty and staff. An atmosphere of camaraderie and support is provided in an effort to maintain a high caliber staff. Teacher Mentoring Programs are made available for annual contract teachers as well as those teachers who need support. As part of PACES, all Annual Contract Teachers are assigned a Professional Growth Team Member. Newly hired teachers and teachers new to the school are provided a mentor teacher as well. The September 2005 Organizational Performance Self Assessment Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was a safe workplace, item 5e. Through the use of consensus management, the organization is able to motivate faculty and staff to develop and use their full potential in alignment with school-wide objectives. Faculty and staff are monitored through formal and informal assessments. The education and training of staff is encouraged and supported in the pursuit of professional development.

Data/Information/Knowledge Management:

The organization analyzes data to assess overall organizational performance and to establish priorities. Comparable data from the district, including FCAT results, pre and post testing results, as well as data on parental involvement, attendance, and school functions are collected to identify strengths and weaknesses. The September 2005 Organizational Performance Self Assessment Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was assessing individual performance, item 4a. Based on these results, it is evident that the organization has a flowing leadership system and empowers all of its stakeholders with data that assesses organizational performance and sets priorities.

Education Design:

The educational design of the school is based on certain processes and functions that support student achievement. Key design and delivery requirements are met by implementing the ongoing Continuous Improvement Model and the cycle of process management. Faculty and staff are prepared to support and deliver instruction. Teachers meet grade level expectations by developing lessons plans in alignment with the Sunshine State Standards. When design of a key process begins, every effort to utilize relevant data is made. The September 2005 Organizational Performance Self Assessment Survey reflects that our strongest item in the area of Education Design was assessing individual performance, item 4a. The organization uses a number of measures and indicators to monitor service, delivery and support. Data from No Child Left Behind (NCLB) subgroups, Student Performance Indicators (SPI) reports, process monitoring benchmark tests, and Florida Comprehensive Assessment Test (FCAT) scores, are reviewed. The administration, faculty, staff and EESAC provide ongoing evaluation, and if needed, initiate the improvement process for educational design and delivery.

Performance Results:

This process has impacted two additional areas. School-wide average daily attendance was reported at 97.5. Adequate Yearly Progress (AYP) under the No Child Left Behind Act were attained for the 2003 - 2004 and the 2004-2005 school years.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Students in third through fifth grades will increase their reading performance on the Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

An assessment of data reveals that 94 % of students in grades three through five are meeting high standards, 77 % of students are making learning gains, and 70 % of students scoring in the lowest 25 % are making adequate progress. Further data reveals that students in grades three through five need additional assistance in the content area of words/phrases.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in third through fifth grades, including Level 1 students will increase their reading performance on the Florida Comprehensive Assessment Test (FCAT) as evidenced by an increase in the percentage of students moving toward the next achievement level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide and monitor small group instruction and tutoring to students scoring in Achievement Levels 1 and 2 on the FCAT in an effort to decrease the number of students scoring in these levels including all AYP subgroups.	Principal, Assistant Principal, Classroom Teachers, Hourly Teacher, Special Area Teachers	8/8/2005	5/24/2006
Conduct weekly grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards, and develop lessons in reading which address these needs.	Principal, Assistant Principal, Classroom Teachers, Grade Level Chairpersons	8/8/2005	5/24/2006
Utilize the State adopted reading series, the District Comprehensive Research Reading Plan, Grade Level Expectations, grade-level curriculum maps, and long range plans.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Implement a school-wide Accelerated Reader Program and Stellar Reading Program.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	8/8/2005	5/24/2006
Implement reading incentive programs which may include Sunshine State Young Readers Award, Book It, Ronald McDonald's Principal Reading Challenge, quarterly classroom Accelerated Reader incentives, and volunteer tutorial programs, including Parents Altogether Improve Reading (PAIR) Tutorial Program, Kinder-Klub Tutorial Program and America Reads.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	8/8/2005	5/24/2006

Research-Based Programs

Core Program – Houghton Mifflin Reading Series

Supplemental Resources – Daily Reinforcers, CRISS (CREating Independence through Student-owned Strategies), and the Core Knowledge Sequence

Professional Development

Utilize the state adopted district-wide Houghton Mifflin Reading Series, Grade Level Expectations, grade-level curriculum maps, and long range plans to implement instruction.

Administration and teachers will participate in school-site professional growth opportunities through mentoring and modeling of lessons which will be monitored by peers and administrators and provide on-going notification to teachers regarding various professional training opportunities related to the Comprehensive Research Reading Plan, the Internet, and websites that offer ideas, activities, Edusoft, and resources linked to the Sunshine State Standards and FCAT Reading.

Administration and teachers will participate in analysis and data-driven professional development activities.

Evaluation

2006 FCAT Results, District Interim Assessments in Reading, including Quarterly Accelerated Diagnostic Reports, STAR Summary Reports, Edusoft, Daily Reinforcers, Student Folders, Media Center Circulation Report, Staff Development Logs, Teachers' academic and effort grades, and PACES evaluations.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Students in third through fifth grades will increase their mathematics performance on the Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

An assessment of data reveals that 89 % of students are meeting high standards and 77 % of students are making learning gains. Further data analysis reveals that students in grade five need additional assistance in the content area of measurement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in third through fifth grades, including Level 1 students, will increase their mathematics performance on the Florida Comprehensive Assessment Test (FCAT) as evidenced by an increase in the percentage of students moving towards the next achievement level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the State adopted mathematics series, Grade Level Expectations, grade-level curriculum maps, and long range plans.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Provide and monitor small group instruction and tutoring to students scoring in Achievement Levels 1 and 2 on the FCAT in an effort to decrease the number of students scoring in these levels including all AYP subgroups.	Principal, Assistant Principal, Classroom Teachers, Hourly Teacher, Special Area Teachers	8/8/2005	5/24/2006
Conduct weekly grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards, and develop lessons in mathematics which address these needs, especially in the content area of measurement.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Implement school-wide "Problem of the Day" on closed-circuit television and weekly teacher bulletins to improve mathematics skills, especially in the content area of measurement.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	8/8/2005	5/24/2006
Implement daily math skills assessments, including SMART, Mad Minute, Daily Math Reinforcers, and Daily Bite, especially in the content area of measurement.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Core Program - Harcourt Brace Mathematics Series

Supplemental Resources – Daily Reinforcers, CRISS (Creating Independence Through Student-owned Strategies), and the Core Knowledge Sequence.

Professional Development

Utilize the state adopted Harcourt Brace mathematics series, Grade Level Expectations, grade-level curriculum maps, and long range plans to implement instruction.

Administration and teachers will participate in school-site professional growth opportunities through mentoring and modeling of lessons which will be mentored by peers and administrators, and provide on-going notification to teachers regarding various professional training opportunities related to mathematics, the Harcourt Brace Mathematics series available online, the Internet, Edusoft, and websites that offer ideas, activities, and resources linked to the Sunshine State Standards and FCAT Mathematics.

Administration and teachers will participate in analysis and data-driven professional development activities.

Evaluation

2006 FCAT Results, District Interim Assessments in Mathematics, Harcourt Brace End of the Year Test administered in the fall of 2005 and in the spring of 2006, Edusoft, Daily Reinforcers, Teachers' Academic and Effort Grades, Staff Development Logs, PACES evaluations.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Students in fourth grade will increase their writing performance on the Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

An assessment of data reveals that 97 % of students in grade 4 have met state standards on the Florida Comprehensive Assessment Writing Test. Three percent of students in grade 4 scored below the state mastery level on the FCAT Writing Test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in fourth grade will maintain or increase by 1% their writing proficiency on the Florida Comprehensive Assessment Writing + Test as evidenced by an increase in the percentage of students achieving state mastery.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct in-house weekly fourth grade writers' workshops prior to the FCAT Writing Test and third grade writers' workshops following the FCAT Writing test to develop strategies to promote the development of students' writing skills.	Principal, Assistant Principal, Third and Fourth Grade Classroom Teachers, Reading Leader	8/8/2005	5/24/2006
Implement school-wide Prompt of the Week, a simulated writing enhancement program on closed-circuit television to improve writing process skills and school-wide writing incentive programs, including Writers of the Month and Writers' Wall of Fame.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	8/8/2005	5/24/2006
Notify parents in writing of a parent workshop to review the FCAT Writing Assessment Test, the writing process, and the holistic rubric/scoring methodology.	Principal, Assistant Principal, Fourth Grade Classroom Teachers	8/8/2005	5/24/2006
Develop and implement the Fourth Grade Weekly Simulated Writing Assessment Program.	Principal, Assistant Principal, Third and Fourth Grade Classroom Teachers	8/8/2005	5/24/2006
Provide and monitor small group instruction and tutoring to students scoring below a level 3.5 on the district's FCAT Writing Pre-Test administered in the fall of 2005 in an effort to decrease the number of students scoring below state mastery.	Principal, Assistant Principal, Classroom Teachers, Hourly Teacher	8/8/2005	5/24/2006

Research-Based Programs

Core Program- Houghton Mifflin Reading Series

Supplemental Resources – Daily Reinforcers, CRISS (CReating Independence Through Student-owned Strategies), and the Core Knowledge Sequence.

Professional Development

Utilize the State adopted, district-wide Houghton Mifflin reading series, Grade Level Expectations, grade-level curriculum maps, and long range plans to implement instruction.

Administration and teachers will participate in school-site professional growth opportunities through mentoring and modeling of lessons which will be monitored by peers and administrators, and provide ongoing notification to teachers regarding various professional training opportunities related to the Comprehensive Research Reading Plan, the Internet, and websites that offer ideas, activities, and resources linked to the Sunshine State Standards and FCAT Writing.

Administration and teachers will participate in analysis and data-driven professional development activities.

Evaluation

2006 FCAT Writing + Results, District Writing Pre-Test and Post-Test, K/1 Monthly Writing Assessments, Tutoring Logs, Weekly Fourth Grade Writer's Workshop Logs, Weekly Simulated Writing Assessment Program Logs, Parent Workshop Agenda, and Sign-In Sheets.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Students in will increase their science performance skills.

Needs Assessment

An assessment of data reveals that students in grade five need additional assistance in the content area of scientific thinking. Further assessment of data also reveals that students in grade five scored a mean scale score of 310 on the 2005 FCAT Science Test. Further data analysis reveals that the school's science mean scale score is 14 points above the State's and 24 points above the District's mean scale score.

Measurable Objective

Given instruction using the Sunshine State Standards, students in fifth grade will meet or exceed their science performance on the Florida Comprehensive Assessment Test (FCAT) as evidenced by an increase in the state mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the State adopted science series, Grade Level Expectations, grade-level curriculum maps, and long range plans.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Notify parents in writing in their home language of a parent workshop to review the Scientific Method and judging criteria for science fair projects.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Develop a Science Fair Teacher Manual and Science Fair Student/Parent Guide in English and Spanish establishing guidelines, procedures, and judging criteria.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Conduct an annual Science Fair for all students, including individual projects from third through fifth grade students.	Principal, Assistant Principal, Classroom Teachers, Science Fair Committee	8/8/2005	5/24/2006
Conduct weekly grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards and develop lessons in science which address these needs including science labs, demonstrations, and hands-on activities incorporating the content area of scientific thinking.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Core Program - Harcourt Brace Science Series

Supplemental Resources - Daily Reinforcers, CRISS (Creating Independence Through Student-Owned Strategies), and the CORE Knowledge Sequence.

Professional Development

Utilize the State adopted Hartcourt Brace Science Series, Grade Level Expectations, grade-level curriculum maps, and long range plans to implement instruction.

Administration and teachers will participate in school-site professional growth opportunities through mentoring and modeling of lessons which will be monitored by peers and administrators, and provide on-going notification to teachers regarding various professional training opportunities related to science, the Internet, Edusoft, and Websites that offer ideas, activities, and resources linked to the Sunshine State Standards and FCAT Science.

Administration and teachers will participate in analysis and data-driven professional development activities.

Evaluation

2006 FCAT Results, Fifth Grade Harcourt Brace Science Chapter Tests, Daily Reinforcers, Teacher Grades, Edusoft, Parent Workshop Agenda and Sign-in Sheet, Science Fair Judges' and Master Score Sheets, Staff Development Logs, PACES Evaluations.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Parental roles as school volunteers will be emphasized during the 2005-2006 school year.

Needs Assessment

An analysis of parental involvement trends at Coral Gables Elementary reveals that involvement has been high as evidenced through the school volunteer sign-in logs and the Golden School Award recognition for the last fourteen years. Further analysis of data reveals that recruitment and retention of volunteers is an on-going yearly process.

Measurable Objective

Given school-wide focus on the importance of parental involvement, parental roles as school volunteers will be emphasized as evidenced by an increase of two percentage points in the number of parents engaged in volunteer activities as documented in logs of volunteer activities during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with opportunities to become school volunteers through mentoring in the Parents Altogether Improve Reading (P.A.I.R.) Tutorial Program, the Kinder-Klub Tutorial Program, America Reads, the Kindergarten Arts Program, the Scholastic Book Fairs, the Halloween Carnival, the Yearly School Holiday Production, and the Concert Series.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	8/8/2005	5/24/2006
Parental workshops will provide parents with the opportunity to gain knowledge on how to help their child on a variety of topics.	Principal, Assistant Principal, Media Specialist, Counselor, Classroom Teachers	8/8/2005	5/24/2006
Provide opportunities for the recruitment of parental and community volunteers through various meetings.	Principal, Assistant Principal, Volunteer Liason	8/8/2005	5/24/2006
Provide parents with the opportunity to gain knowledge on how to help their children on a variety of topics through parental workshops.	Principal, Assistant Principal, PTA Liason, SAC Chair	8/8/2005	5/24/2006
Post and send notifications of EESAC meetings and PTA meetings to enable parents to attend and become involved in the school's decision making process.	Principal, Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA.

Professional Development

Not applicable

Evaluation

Workshop Attendance Rosters, PTA Membership Roster, School Volunteer Logs, EESAC Attendance Roster, and The Golden School Award Recognition Program

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

Student safety in school and the surrounding community will be emphasized during the 2005-2006 school year.

Needs Assessment

An analysis of student safety at Coral Gables Elementary School and the surrounding community, reveals that additional programs will be beneficial to the safety of our school community.

Measurable Objective

Given school-wide focus on safety, 75 percent of students in grades three through five will participate in the newly adopted district approved Amberwatch Alert Safety Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct individual preventive counseling sessions focusing on non-violent approaches to solving problems as evidenced by the Student Service Reports.	Counselor Classroom Teachers	8/8/2005	5/8/2006
Participate in a classroom presentation given by a presenter from the Child Assault Prevention Project (CAPP) reviewing safety tips introduced in the program for grades Kg-2.	Principal Assistant Principal Counselor CAPP Presenter	8/8/2005	5/24/2006
Participate in a presentation given during a faculty meeting on the safety tips provided by the Child Assault Prevention Program (CAPP) and Amberwatch Alert Safety Program.	Principal, Assistant Principal, CAPP Presenter, AmberWatch Alert School Police Officer	8/8/2005	5/24/2006
Present parents with safety tips provided by the Child Assault Prevention Project (CAPP).	Principal, Assistant Principal, CAPP Presenter	8/8/2005	5/24/2006
Participate in an assembly given by a Miami Dade County School Police Officer reviewing the Amberwatch Alert Safety Program tips.	Principal, Assistant Principal, Teachers, School Police Officer.	8/8/2005	5/24/2006
Invite parents to participate in an assembly given by a Miami Dade County School Police Officer reviewing the Amberwatch Alert Safety Program tips.	Principal, Assistant Principal, Miami Dade County Schools Officer	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by the number of students that participated in the Amberwatch Safety Program.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

Coral Gables Elementary faculty will provide more technology-based learning in the classrooms.

Needs Assessment

An analysis of teacher interest in technology-related media within Coral Gables Elementary reveals that the additional use of technology will enhance the instructional delivery of the curriculum.

Measurable Objective

Given school-wide focus of the implementation of technology, 75% of the CGE faculty will participate in at least three school-wide technology training sessions which will enable more technology-based learning within the classroom.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage teachers to use e-mail for communication within the faculty and staff as evidenced by teacher surveys.	Principal, Assistant Principal, Media Specialist, Microsystems Technician, Teachers	8/8/2005	5/24/2006
Provide teachers with an inservice on how to access their e-mail accounts and also to provide instruction on how to use its tools and functions as evidenced by the Faculty Inservice Sign-in sheet.	Principal, Assistant Principal, Media Specialist, Microsystems Technician,	8/8/2005	5/24/2006
Provide an Accelerated Reader Program (A.R.) training for new classroom teachers and an Accelerated Reader Refresher Training for other classroom teachers as evident on Faculty Training Sign-In Sheets and classroom generated A.R. Reports.	Principal, Assistant Principal, Media Specialist, Microsystems Technician, Teachers	8/8/2005	5/24/2006
Provide a Star Reading Program Training for new classroom teachers and a Star Reading Refresher Training for other classroom teachers as evident on Faculty Training Sign-In Sheets and classroom generated Star Reading Reports.	Principal, Assistant Principal, Media Specialist, Microsystems Technician, Teachers	8/8/2005	5/24/2006
Provide training for faculty and staff on accessing and utilizing the Records and Forms Management System available through the District's Information Technology Services as evidenced by the Faculty Inservice Sign-In Sheet.	Principal, Assistant Principal, Media Specialist, Microsystems Technician	8/8/2005	5/24/2006
Provide teachers with an inservice on how to utilize the Atomic Learning tutorials in building their technology literacy skills including Excel and PowerPoint programs.	Principal, Assistant Principal, Media Specialist, Microsystems Technician, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Training will be provided in the following areas:

E-mail

Accelerated Reader Program

Star Reading Program

Atomic Learning tutorial

Evaluation

This objective will be evaluated by the percent of teachers who utilize technology related to enhance the instructional delivery of the curriculum as reflected on the teacher logs and in-house Technology Survey.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Students will participate in the district mandated administration of the Presidential Physical Fitness Test.

Needs Assessment

Results from the physical fitness 2004-2005 FITNESSGRAM, a health related fitness test, indicates that 93 percent of the students in grades four and five earned a silver or gold certificate as determined by their scores mandated by the district.

Measurable Objective

Given school-wide focus on physical fitness, 75 % of students will earn a silver certificate (FITNESSGRAM for Excellent Achievement) or a gold certificate (FITNESSGRAM for Superior Achievement) as determined by their scores on the district-mandated administration of the Presidential Physical Fitness Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Teach nutritional lessons to students, in physical education and in conjunction with their classroom teachers to have more students be within the guidelines for their BMI (Body Mass Index) as reflected in weekly instructional lesson plans.	Principal Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plans.	Principal Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
Integrate monthly physical fitness related article summaries in order to address physical education action plan across the curriculum as evidenced by the teachers' gradebooks and lesson plans.	Principal Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
Improve cardiovascular endurance of students by promoting and monitoring lifetime fitness activities that are engaged in by students with family as evidenced by weekly "Fitness at Home" signed logs.	Principal Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
Administer pre/post tests on flexibility levels, cardiovascular training, and muscular strength activities for students that will measure student/school improvement and physical progress as evidenced by post test results.	Principal Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by using the results from the 2006 district mandated administration of the Presidential Physical Fitness Test and its corresponding scores to determine the number of students earning "Silver" (FITNESSGRAM for Excellent Achievement) or "Gold" (FITNESSGRAM for Superior Achievement). Physical Education teachers' lesson plans will reflect the implementation of strategies.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

Student participation in special area activities sponsored by the art and music departments will increase.

Needs Assessment

An analysis of student and parent interest indicates that there is a need for greater participation in the arts program of our school community.

Measurable Objective

Given school-wide focus on the importance of student participation in the special areas, twenty-five percent of students in grades four and five will participate in activities sponsored by the art and music departments.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a CGE Chorus Program from students in grades four through five.	Principal, Assistant Principal, Music Teacher	8/8/2005	5/24/2006
Organize and produce a CGE Holiday Music Program.	Principal, Assistant Principal, Music Teachers, Classroom Teachers	8/8/2005	5/24/2006
Promote and sponsor a CGE Art Club.	Principal, Assistant Principal, Art Teacher, Classroom Teachers	8/8/2005	5/24/2006
Continue to implement the Art Fair, which will display students' art work in kindergarten through fifth grades.	Principal, Assistant Principal, Art Teachers, Classroom Teachers	8/8/2005	5/24/2006
Continue to implement the Strings Program in the third through fifth grades.	Principal, Assistant Principal, Music Teacher	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by performance attendance logs and club attendance rosters.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

Coral Gables Elementary School ranks at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the Florida Department of Education indicates that in 2003, Coral Gables Elementary ranked in the 93rd percentile on the State of Florida ROI index.

Measurable Objective

Coral Gables Elementary School will maintain or improve by one percent its 2003 93rd percentile ranking on the State of Florida ROI index publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on additional resource allocations.	Principal, Assistant Principal, EESAC	8/8/2005	5/24/2006
Consider a reconfiguration of existing resources and/or take advantage of a broader resource base including Dade Partners, private foundations, and volunteer networks.	Principal, Assistant Principal, EESAC, PTA	8/8/2005	5/24/2006
Consider shared use of facilities and/or partnering with community agencies.	Principal, Assistant Principal	8/8/2005	5/24/2006
Continue to inform shareholders on the return provided by their investment.	Principal, Assistant Principal, EESAC Chairperson	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs after participating in a school Budget and Finance Inservice.	Principal, Assistant Principal, Leadership Team	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Coral Gables Elementary will maintain or improve its 2003 93rd percentile ranking on the next State of Florida ROI index publication.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The members of the EESAC receive annual school-site budget training. The EESAC uses consensus and faculty and staff input to determine how the designated funds will be expended.

Training:

Members of the EESAC participate in the development of the school's annual staff development plan based on a needs assessment using test data and teacher recommendations.

Instructional Materials:

After carefully reviewing relevant data, it is the recommendation of the EESAC to continue strengthening our reading, math, writing, and science programs. Goals and strategies in the areas of technology, special areas, safety, and physical fitness skills will also have special emphasis. In addition, there will be a continuation of parental and community involvement opportunities for students in order to prepare them for the 21st century. Schoolwide implementation of the CORE Knowledge Curriculum and the new districtwide Houghton Mifflin Reading Series will be utilized to supplement and enhance the district Reading Research Comprehensive Plan and the Sunshine State Standards. EESAC members assist in the preparation of all orders for instructional materials.

Technology:

The EESAC reviews annual data provided by the district and makes recommendations for enhancements.

Staffing:

Designated EESAC funds are allocated to provide an hourly paraprofessional to assist classroom teachers with FCAT tutoring. Members of the EESAC participate on school-site interview committees.

Student Support Services:

The EESAC monitors school-site and district-wide programs designed to assist students including individual and group counseling, peer mentoring, and the cooperation consultative process and makes recommendations for enhancements.

Other Matters of Resource Allocation:

The EESAC participated in the recently awarded Sterling Challenge Award. As a result, the Sterling Committee provided CGE with assistance on current school improvement plan goals, objectives and strategies to enhance stakeholder satisfaction and achievement of projected outcomes.

Benchmarking:

The EESAC meets monthly to monitor the school's SIP and to assist in assuring all objectives and strategies are achieved.

School Safety & Discipline:

In addition to assisting the school in maintaining a safe learning environment, the EESAC has also provided support for the spearheading of the newly adopted District approved Amberwatch Alert Safety Program and the Child Assault Prevention Project and will assist in monitoring its success.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent