
SCHOOL IMPROVEMENT PLAN

2006-2007



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 691 students is comprised of 33.6 percent White, 60.1 percent Hispanic, 1.6 percent African American, and 4.6 percent Other. Twenty-three percent of our students qualify for free or reduced lunch benefits (96 students qualify for free lunch and 60 students qualify for reduced lunch). Eleven percent are Limited English Proficient(LEP). Thirty-nine percent of our students qualify for the Special Education Program (SPED) (197 students are Gifted, 51 students are Specific Learning Disabled, 1 student is Educable Mentally Handicapped, 12 students are Speech Impaired, 6 students receive Occupational Therapy, 1 student is Profoundly Mentally Handicapped, 3 students are Autistic, 1 student is Developmentally Delayed, and 6 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, districtwide, and schoolwide 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 schoolwide priorities for 2006-2007:

Given instruction based on the Sunshine State Standards, students in third through fifth grades will improve their reading skills as evidenced by ___ % scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in third through fifth grades will improve their math skills as evidenced by ___% scoring at FCAT Achievement Level 3 or higher on the 2007 Administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will maintain or improve their writing skills as evidenced by 1% scoring at FCAT Achievement Level 4.0 or higher on the 2007 Administration of the FCAT Writing + Test.

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their Science Skills as evidenced by ___% scoring at FCAT Achievement Level 3 or higher on the 2007 Administration of the FCAT Science Test.

Given schoolwide focus on the importance of school volunteers, parental roles as school volunteers will be emphasized as evidenced by an increase of two percentage points in the number of parents actively engaged in volunteer activities as documented in the District School Volunteer List and Volunteer Logs during the 2006-2007 school year as compared to the 2005-2006 school year.

Given school-wide focus on safety, 80% of students in grades kindergarten through five will participate in the district approved Walk Safe 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, 95% 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 schoolwide focus on the importance of student participation in the special areas, 25% 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 1% its 2004-2005 96th percentile ranking on the State of Florida ROI index publication.

Coral Gables Elementary remains committed to strengthening student achievement and schoolwide success through the successful implementation of this School Improvement Plan (SIP). Coral Gables Elementary will also continue to build upon the best practices and strengths reflected in the OPIS Survey 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 schoolwide success.

The two weakest areas as determined by the results of the OPIS both fall under the Business Results category. Category 7e addresses progress and issues that may impede progress. Another schoolwide survey will be developed and results will be analyzed to further study and understand what the faculty and staff feel gets in the way of progress and how Coral Gables Elementary can improve and move forward in this area. 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.

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

Coral Gables Elementary will offer a safe, dynamic, and motivational environment that is optimal for teaching and learning. Coral Gables Elementary will 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 Coral Gables Elementary'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 691 students is comprised of 33.6% White, 60.1% Hispanic, 1.6% African American, and 5% Other. Twenty-three percent of our students qualify for free or reduced lunch (96 students qualify for free lunch and 60 students qualify for reduced lunch). Eleven percent are Limited English Proficient (LEP) (13 students are in Level 1, 10 students are in Level 2, 23 students are in Level 3, and 26 students are in Level 4). Thirty-nine percent qualify for the Special Education Program (SPED). Student enrollment fluctuates by a 13.7% mobility rate, but has stabilized due to the school's participation in the District's Controlled Choice Program.

The Coral Gables Elementary Staff is both highly motivated and dedicated with commitment and participation evident in an impressive staff attendance rate of 97.3%. Coral Gables Elementary employees include 76 full time staff members, 2 administrators, 37 classroom teachers, 3 Special Education Program teachers, 11 special area teachers, 1 guidance counselor, 1 media specialist, 4 clerical staff, 5 custodial service workers, 8 cafeteria workers, 3 one-to-one teacher's aides, 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. Human resources at the school consist of all the previously mentioned personnel, a speech therapist, an occupational therapist, 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) of the teachers have Master's Degrees, and 3 have Specialist Degrees. Teachers are constantly in the process of Professional Development with 2 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 1 through 5, servicing students from Regional Center IV Schools. The school also provides an Academic Excellence Program targeting journalism and a schoolwide Geography Bee Club, in which we have enjoyed winning within the Top 5 Ranking for the last seven years. The school has been awarded the Miami-Dade County Public Schools' Platinum Award for Superior Performance Excellence for the last seven years.

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 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a. The weakest item in this area was the views and opinions of the faculty and staff, item 1g. 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 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was understanding the strategic planning process and its development, item, 2e. The weakest item was consideration of the faculty and staff ideas, item 2a. Strategic planning at Coral Gables Elementary is designed to be measured and supported in an ongoing 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, students, and parents. The September 2006 Organizational Performance Improvement Snapshot 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. The weakest item was in customer satisfaction of work performance, 3d. Based on these results, additional opportunities will be provided for stakeholder engagement through the various programs and mechanisms in place that allow for stakeholder participation and input.

Faculty & Staff:

The organization places 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 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was faculty and staff collaboration, item 5b. The weakest area was in the area of work performance recognition, 5d. 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 schoolwide objectives. Faculty and staff are monitored through formal and

informal assessments. The education and training of staff are 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 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was assessing individual performance, item 4a. The weakest item was in the area of the progress of the work location's performance, 4f. 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 and district mandates and initiatives. When design of a key process begins, every effort to utilize relevant data is made. The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Education Design was in the area of data collection, 6b. The weakest item was in managing work processes, 6d. 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. Schoolwide 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, 2004-2005, and the 2005 - 2006 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 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 1 STATEMENT:

Reading

Needs Assessment

An assessment of data reveals that 96% of students in grades three through five met high standards, 73% of students are making learning gains, and 63% of students scoring in the lowest 25% are making learning gains. Further data reveals that students in grade 3 need assistance in the content cluster of reference/research. Students in grade 4 need assistance in the content clusters of main idea and purpose, comprehension, and reference/research. Students in grade 5 need assistance in the content cluster 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 based on the Sunshine State Standards, students in third through fifth grades will improve their reading skills as evidenced by ___ % scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement a schoolwide Accelerated Reader Program and Stellar Reading Program.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$10242.60
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the State- adopted reading series, the District Comprehensive Research Reading Plan, Grade Level Expectations, district curriculum guides, focus calendars, grade-level curriculum maps, and long range plans.	Principal, Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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-Sheets and classroom generated Star Reading	Principal, Assistant Principal, Media Specialist, Micro-Systems Technician, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Reports.					
Provide training for faculty and staff on implementing Voyager Passport, a reading intervention program as evidenced by the faculty.	Principal, Assistant Principal, Media Specialist, Reading Leader, Teachers.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Core Program – Houghton Mifflin Reading Series

Supplemental Resources – Daily Reinforcers, Project CRISS (CReating Independence through Student-owned Strategies), Voyager Program, and The Core Knowledge Sequence.

Professional Development

Utilize the State-adopted, districtwide Houghton Mifflin Reading Series, Grade Level Expectations, grade-level curriculum maps, district curriculum pacing guides, focus calendars, and long range plans to implement instruction. (Beginning Teachers)

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, 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

2007 FCAT Results, District Interim Assessments in Reading, Quarterly Accelerated Reader Diagnostic Reports, STAR Summary Reports, 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 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 2 STATEMENT:

Mathematics

Needs Assessment

An assessment of data reveals that 91% of students are meeting high standards and 68% of students are making learning gains. Further data analysis reveals that students in grade 3 need additional assistance in the content clusters of Geometry and Data Analysis. Students in grade 4 need additional assistance in the content clusters of Number Sense, Geometry, Data Analysis, and Algebraic Thinking. Students in grade 5 need additional assistance in the content clusters of Number Sense, Geometry, Data Analysis, Algebraic Thinking, and 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 based on the Sunshine State Standards, students in third through fifth grades will improve their math skills as evidenced by ____% scoring at FCAT Achievement Level 3 or higher on the 2007 Administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$10242.60
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement schoolwide "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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the State- adopted mathematics series, Grade Level Expectations, district curriculum pacing guides, focus calendars, grade-level curriculum maps, and long range plans.	Principal, Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Core Program - Harcourt Brace Mathematics Series

Supplemental Resources – Daily Reinforcers, Project 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, districtwide curriculum pacing guides, focus calendars, 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 during Grade Level Meetings, Leadership Team Meetings, Faculty Team Meetings, and Math Literacy Team Meetings.

Evaluation

2007 FCAT Results, District Interim Assessments in Mathematics, Harcourt Brace End of the Year Test administered in the fall of 2006 and in the spring of 2007, Daily Reinforcers, Teachers' Academic and Effort Grades, Staff Development Logs, and 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 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:

Writing

Needs Assessment

An assessment of data reveals that 93% of students in grade 4 have met high standards in Writing on the FCAT Writing + Test. Further data reveal that 11% of students need assistance on their writing skills.

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 based on the Sunshine State Standards, students in grade 4 will maintain or improve their writing skills as evidenced by 1% scoring at FCAT Achievement Level 4.0 or higher on the 2007 Administration of the FCAT Writing + Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement the Fourth Grade Weekly Simulated Writing Assessment Program.	Principal, Assistant Principal, Third and Fourth Grade Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement the AEP Journalism curriculum to 20 fourth grade students to enhance AEP students' writing and speaking skills as well as improving reading comprehension skills.	Principal, Assistant Principal, AEP Teacher	9/11/2006	5/04/2007	District Strategic Plan	\$4139.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement schoolwide Prompt of the Week, a simulated writing enhancement program on closed-circuit television to improve writing process skills and schoolwide writing incentive programs, including Writers of the Month and Writers' Wall of Fame.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and monitor small group instruction and tutoring to students scoring below a level 4.0 on the District's FCAT Writing Pre-Test administered in the fall of 2006 in an effort to decrease the number of students scoring below state mastery.	Principal, Assistant Principal, Classroom Teachers, Hourly Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Core Program- Houghton Mifflin Reading Series

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

Professional Development

Utilize the State-adopted, districtwide Houghton Mifflin reading series, Grade Level Expectations, grade-level curriculum maps, districtwide curriculum pacing guides, focus calendars, 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

2007 FCAT Writing + Results, District Writing Pre-Test and Post-Test, 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 Agendas, 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 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 4 STATEMENT:

Science

Needs Assessment

An assessment of data reveals that 60% of students in grade 5 are meeting high standards. Further data analysis reveal that students in grade 5 need additional assistance in the content clusters of Physical/Chemical, Earth/Space, Life/Environmental, and Scientific Thinking.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their Science Skills as evidenced by ___% scoring at FCAT Achievement Level 3 or higher on the 2007 Administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the State adopted science series, Grade Level Expectations, districtwide curriculum pacing guides, grade-level curriculum maps, focus calendars, and long range plans.	Principal, Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the State adopted science series, Grade Level Expectations, districtwide curriculum pacing guides, grade-level curriculum maps, focus calendars, and long range plans.	Principal, Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Core Program - Harcourt Brace Science Series

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

Professional Development

Utilize the State adopted Harcourt Brace Science Series, Grade Level Expectations, grade-level curriculum maps, District-wide curriculum pacing guides, focus calendars, 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, 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

2007 FCAT Results, Fifth Grade Harcourt Brace Science Chapter Tests, Daily Reinforcers, Teacher Grades, Completed Lab Sheets, 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 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 type="checkbox"/>

GOAL 5 STATEMENT:

Parental Involvement

Needs Assessment

An analysis of school volunteer trends at Coral Gables Elementary reveal that school volunteer enrollment has been high as evidenced through the school volunteer sign-in logs and the Golden School Award recognition for the last fifteen years. The District Volunteer List indicates 274 volunteers. Further analysis of the data reveals the need for retention and recruitment of volunteers is an on-going yearly process.

Measurable Objective

Given schoolwide focus on the importance of school volunteers, parental roles as school volunteers will be emphasized as evidenced by an increase of two percentage points in the number of parents actively engaged in volunteer activities as documented in the District School Volunteer List and Volunteer Logs during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for the recruitment of parental and community volunteers through various meetings.	Principal, Assistant Principal, Volunteer Liason	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide parents with opportunities to become school volunteers through mentoring in the Parent Ambassador Program, 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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide parents with opportunities to become Level 3 volunteers.	Principal, Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

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

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<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 2006-2007 school year.

Needs Assessment

An analysis of student safety at Coral Gables Elementary School and the surrounding community, reveals that there is a high volume of pedestrian and vehicular traffic resulting in the need for additional programs that are beneficial to the safety of our school community.

Measurable Objective

Given school-wide focus on safety, 80% of students in grades kindergarten through five will participate in the district approved Walk Safe Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Present parents with safety tips provided by the Walk Safe Program.	Principal, Assitant Principal, Classroom Teachers, P.E. Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Participate in a presentation given during a faculty meeting on the safety tips provided by the Walk Safe Program.	Principal, Assitant Principal, Classroom Teachers, P.E. Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Participate in a classroom presentation and activities given by the classroom teacher and P.E. teachers reviewing safety tips introduced in the Walk Safe program for grades Kg-5.	Principal, Assistant Principal, Classroom Teachers, P.E. Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by the number of students that participated in the Walk Safe 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 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:

Technology

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		ALIGNMENT	BUDGET
		START	END		
Provide teachers, and parents with a refresher 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	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Provide teachers, students, and parents with Internet Safety Tips through Faux-Paw Techno Cat Adventures in the Internet.	Principal,Assistant Principal, Media Specialist, Micro-Systems Technician, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage teachers to use e-mail for communication within the faculty and staff as evidenced by school created teacher surveys.	Principal, Assistant Principal, Media Specialist, Microsystems Technician, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide teachers with a refresher inservice on how to access their e-mail accounts and also to provide instruction on how to use the tools and functions as evidenced by the Faculty Inservice Sign-in sheet.	Principal, Assistant Principal, Media Specialist, Microsystems Technician,	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Training will be provided in the following areas:

Faux-Paw Techno Cat Adventures in the Internet 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

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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:

Health and Physical Fitness

Needs Assessment

Results from the physical fitness 2005-2006 FITNESSGRAM, a health related fitness test, indicates that 94% of the students in grades four and five earned a silver or gold certificate as determined by their scores mandated by the district. Further data reveals that 6% of students in grades four and five need assistance in obtaining a silver or gold certificate.

Measurable Objective

Given school-wide focus on physical fitness, 95% 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		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plans and monthly CGE Fitness school-wide calendars.	Principal Assistant Principal Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Evaluation

The objective will be evaluated by using the results from the 2007 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:

Electives and Special Areas.

Needs Assessment

An analysis of student and parent interest on a school created survey indicated that 20% of parents expressed the need for their children to have greater participation in the arts program of our school community.

Measurable Objective

Given schoolwide focus on the importance of student participation in the special areas, 25% 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		ALIGNMENT	BUDGET
		START	END		
Organize and produce a CGE Holiday Music Program.	Principal, Assistant Principal, Music Teachers, Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Promote and sponsor a CGE Art Club.	Principal, Assistant Principal, Art Teacher, Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Continue to implement the Art Fair, which will display students' art work in kindergarten through fifth grades.	Principal, Assistant Principal, Art Teachers, Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Continue to implement the Strings Program in the third through fifth grades.	Principal, Assistant Principal, Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Implement a CGE Chorus Program for students in grades four and five.	Principal, Assistant Principal, Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by CGE 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 2004-2005, Coral Gables Elementary ranked in the 96th percentile on the State of Florida ROI index.

Measurable Objective

Coral Gables Elementary School will maintain or improve by 1% its 2004-2005 96th percentile ranking on the State of Florida ROI index publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on additional resource allocations.	Principal, Assistant Principal, EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and/or partnering with community agencies.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to inform shareholders on the return provided by their investment.	Principal, Assistant Principal, EESAC Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Coral Gables Elementary will maintain or improve its 2004-2005 96th percentile ranking on the next State of Florida ROI index publication.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

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, physical fitness skills, and return on investment 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 district-wide 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 districtwide programs designed to assist students including individual and group counseling, peer mentoring, and the cooperative consultative process and makes recommendations for enhancements.

Other Matters of Resource Allocation:

The EESAC continues to seek out parental and community support. As a result, several parents along with the Coral Gables Hyatt, a Dade Partner, have provided CGE with assistance to hold three yearly Principal's Honor Roll luncheons at the Coral Gables Hyatt to recognize all students on the Principal's Honor Roll.

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 promoting and maintaining a safe learning environment, the EESAC has also provided support for the District approved Walk Safe Program and the new schoolwide Parent Ambassador Program and will assist in monitoring each program's success.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$10,242.60
Goal 2: Mathematics	\$10,242.60
Goal 3: Writing	\$4,139.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$24,624.20

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