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**School Number and Name:** 2401 Hibiscus Elementary School

## *School Performance Excellence Plan*

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High School Feeder Pattern: *Miami Norland Senior*

Region: *II* Board District #: *1*

***The Miami-Dade County Public Schools School Performance Excellence Plan meets all of the requirements of the Florida Department of Education regarding School Improvement Plans as set forth in statute and State Board of Education Administrative Rules.***



*Miami-Dade County Public Schools*

# SCHOOL PERFORMANCE EXCELLENCE PLAN

## EXECUTIVE SUMMARY

### Hibiscus Elementary School

Hibiscus Elementary is a small school surrounded by a quiet community of homeowners. As a result, many families have more than one child attending our school thus allowing teachers to really know the families of the students. Parents are happy that we are a uniform school and have consistently voiced their support for the adherence to our Code of Student Conduct. Visitors to our school often comment on the fact that Hibiscus students are busy learning in the classrooms as opposed to running in the hallways. The grounds are well maintained and the gardens are well tended by our custodial staff. The cafeteria is clean and runs efficiently. The teachers take pride in the orderliness and the beauty of their classrooms.

Hibiscus Elementary School is located in north Miami-Dade County with a student enrollment of 630. The student demographics is 89% Black Non-Hispanic, 9% Hispanic, and 1% White Non-Hispanic, 1% Asian/Indian Multiracial and a mobility factor of 34%. The school facility has self-contained classrooms and a grade configuration of pre-kindergarten through fifth grade. Our instructional staff is comprised of twenty-two classroom teachers, two support teachers, and ten special area teachers which include enrichments, Gifted, Deaf/Hard of Hearing, learning disabilities, Spanish SL/S, and ESOL.

Given instruction using the Competency-Based Curriculum, students in grades two through five will improve their reading comprehension skills as evidenced by an average increase of two points scored on the Miami-Dade County Public Schools FCAT Reading Test administered in a pre and posttest format in September 2001 and in May 2002.

Given instruction using the Competency-Based Curriculum, students in grades one through five will improve their writing skills as evidenced by an increase in the percent of students scoring 3 or above when comparing results from a school site pre and posttest prompt, administered in September 2001 and in May 2002.

Given instruction using the Competency-Based Curriculum, students in grades three through five will improve their math skills as evidenced by an average increase of two points scored on the Miami-Dade County Public Schools FCAT Math Test administered in a pre and posttest format in September 2001 and in May 2002.

Given increased emphasis on parental involvement, parent/family/community participation in school site activities will increase 5% during the 2001-2002 school year when compared to the 2000-2001 school year, as documented by sign-in rosters.

Given instruction using the Competency-Based Curriculum and school-wide emphasis on improving reading comprehension, 85% of the students participating in the Accelerated Reader Program in grades kindergarten through five will increase reading comprehension skills as demonstrated by a mean score of 12 points as documented by the Accelerated Reader Program's computer-generated reports.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. The strategies to be implemented include cooperative learning, Reciprocal Teaching, use of technology, parent workshops, and the implementation of the Comprehensive Reading Plan.

The objectives and activities will complement our mission to develop the whole child in an enriching academic environment and to develop problem solvers, critical thinkers, and effective communicators.

## **VISION**

Hibiscus Elementary School is a school with a vision for students to attain the skills necessary to be problem solvers and life-long learners in our ever-changing and technological society. Ideally, an educational environment will be created where students, teachers, and other community members strive to dream freely, live life today, and prepare for the future.

## **MISSION STATEMENT**

The mission of Hibiscus Elementary School is to nurture the ethnic diversity of its population and to produce students academically and socially who are prepared for high school, college, and beyond. Students will be empowered to be problem solvers, critical thinkers, and effective communicators in an educational environment designed to nurture and maximize their academic success.

# SCHOOL FOUNDATION

## 1. ENVIRONMENT

### 1.1 Pedagogy

*This item explores the teaching process at the school, including programs, services, and delivery systems.*

Hibiscus Elementary School provides basic educational services based on the Sunshine State Standards, the Competency Based-Curriculum and the Comprehensive Reading Plan. School wide strategies include a focus on reading, writing, and math skills, as well as the development of critical thinking. This concentration on the basic skills, along with the utilization of CRISS and the incorporation of technology into the learning process, provides an overall philosophy of empowering our students to set career goals and realize their potential.

There are two units offering services to the hearing-impaired students, two units providing services to exceptional education students, and two units for instruction of gifted education students in grades kindergarten through five. Additionally, Title I funding is utilized to enhance computer-based activities and CRISS (Creating Independence through Student owned Strategies) is applied in grades pre-kindergarten through five.

### 1.2 Culture

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

Hibiscus Elementary School is a school with a vision for students to attain the skills necessary to be problem solvers and life-long learners in our ever-changing and technological society. Ideally, an educational environment will be created where students, teachers, and other community members strive to dream freely, live life today, and prepare for the future.

The mission of Hibiscus Elementary School is to nurture the ethnic diversity of its population and to produce students academically and socially who are prepared for high school, college, and beyond. Students will be empowered to be problem solvers, critical thinkers, and effective communicators in an educational environment designed to nurture and maximize their academic success.

Hibiscus Elementary School upholds core values inherent in our school philosophy. These include empowering our students to become responsible citizens that are respectful of others, are committed to learning, who strive to achieve their best academically and socially and maintain integrity in all of their actions.

### 1.3 Human Resources

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

Hibiscus Elementary employs a total of fifty-nine full time staff members and no part time staff members. Of this group two are administrators, twenty-two are classroom teachers, six are enrichment area teachers, two are learning disabilities educators, two are gifted education teachers, two are teachers of the Deaf/Hard of Hearing, one is a guidance counselor, one is a media specialist, one is a Title I funded technology teacher, one is a reading leader, one is the speech therapist, one is the ESOL teacher, six are classroom paraprofessionals, three are clerical employees, seven are cafeteria workers and five are custodial service workers. Of the teaching staff less than 3% are new at the school. The average length of time teaching in Florida is fifteen years. Ten have advanced degrees. Seventy-six percent are United Teachers of Dade union members. The ethnic/racial make-up of the staff is 39% White non-Hispanic, 46% Black non-Hispanic, and 15% Hispanic. Thirty-one percent of the full time staff is male and 69% is female.

### 1.4 Building Resources

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

Hibiscus Elementary School is located on 6.68 acres in northwest Miami-Dade County at 18701 N.W. 1st Avenue. The physical plant consists of three original wings containing twenty-one classrooms, a technology lab, administrative offices and cafeteria. In addition there are four relocatable classrooms and a freestanding structure housing the gifted center. In 1995 three new wings, housing six classrooms, five resource offices, music and art suites, and a media center were added. The new media center houses a state of the art closed circuit television system. The new construction was pre-wired for Internet and Intranet access, and the 45 year-old sections of the school have been retro-wired.

### 1.5 Constraints

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

Hibiscus Elementary adheres to all policies of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as stated in the School Board rules.

The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition the school implements the District's Competency Based Curriculum and the

Comprehensive Reading Plan.

Additionally Hibiscus Elementary adheres to School Board rules that ensure equal access to a safe environment. A tobacco free, drug free and weapon free workplace is supported.

## **2. RELATIONSHIPS**

### **2.1 Student**

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

Hibiscus Elementary School serves 630 students living in surrounding neighborhoods as well as those bused for special needs. The ethnic/racial make-up of the student population is 85% Black Non-Hispanic, 12% Hispanic, 1% White Non-Hispanic, and 2% Other. The mobility rate is 34%. Our student population includes 460 standard curriculum students, 140 ESE students, and 30 ESOL students. Seventy-six percent of our student population would be considered economically disadvantaged as evidenced by the number of students who qualify for free and reduced lunch program. This percentage qualifies Hibiscus Elementary School for federal funding under the Title I program.

### **2.2 Stakeholder**

*This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.*

Stakeholders in the success of the Hibiscus Elementary programs include: parents/care givers, teachers, business leaders, and the students themselves.

Numerous programs strengthen the link between the school and home. The programs include the PTA, Parenting Skills Education, Donuts and Dads, volunteers, YMCA before and after school care, and our pre-kindergarten program.

Teachers are encouraged to continually develop personally and professionally. Participation in Teacher Education Center courses and numerous in-service programs conducted by the Office of Information Technology and the Instructional Technology department is encouraged. Additionally advanced degrees from colleges and universities as well as personal development courses are also nurtured.

Hibiscus Elementary School strengthens community ties in many ways. Hibiscus is an active participant in the Dade Partners Program. Each year Hibiscus invites community leaders to a breakfast to solicit funding, donations, and volunteers to support academic programs at the school.

Students at Hibiscus take responsibility for their actions and are encouraged to set career goals, academic goals, and to pursue their dreams.

### **2.3 Human Resources**

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

Hibiscus Elementary employees participate in the benefits package negotiated by the United Teachers of Dade and the Miami-Dade County Public School District. This package includes a comprehensive health component as well as standard insurances and other selected benefits.

The faculty and staff at Hibiscus are provided with their choice of professional development programs that are provided by the District. Attendance at conferences, in-service workshops, and training courses is acknowledged at faculty meetings and in daily announcements over the public address system.

Stakeholder feedback is obtained by the completion of the annual School Climate Survey.

### **2.4 Supplier and Partner**

*This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.*

The staff of Hibiscus Elementary School works diligently to establish relationships with various organizations in the community that enhance the progress of our students. We maintain collaborative relationships with FIU, Florida Memorial College, Nova University, Barry University and The Union Institute. Students from these universities provide mentoring along with skills development during their internships. Miami-Dade Community College administers and supervises the America Reads program in our first grade classrooms.

The majority of the fifth grade students leaving Hibiscus Elementary School will attend Norland Middle School. The staff from Hibiscus works closely with Norland on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school.

The YMCA provides low cost quality childcare in the Before- and After-Care program.

### **3. COMPETITION**

#### **3.1 Position:**

***This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.***

Enrollment at Hibiscus Elementary School has remained relatively stable over the past five years. The Florida Department of Education grades Hibiscus as a "C" school. Hibiscus received a Miami-Dade County Public Schools Gold Award for excellent school performance in the 1999-2000 school year. Hibiscus Elementary is a small school surrounded by a quiet community of homeowners. As a result, many families have more than one child attending our school thus allowing teachers to really know the families of the students. Parents are happy that we are a uniform school and have consistently voiced their support for the adherence to our Code of Student Conduct. Security and safety concerns are a priority. The grounds are well maintained and the gardens are well tended by our custodial staff. The cafeteria is clean and runs efficiently. The teachers take pride in the orderliness and the beauty of their classrooms. All of these factors influence parents in their decisions to enroll their students in our school.

#### **3.2 Competitors**

***This item explores the alternate schools available to students.***

Hibiscus Elementary is proud of the niche it fills in the community. The campus is known for its peaceful and serene environment. We face few competitors for our students. The number of parents that live out of the area who consistently voice their desire to remain or become a part of the Hibiscus family demonstrates this. The Florida Department of Education grades Hibiscus as a "C" school. Faculty and staff are proud to say they are members of the Hibiscus Elementary family.

Several traditional public schools are within several miles of Hibiscus. These include Madie Ives Elementary, Norland Elementary, Norwood Elementary and Parkway Elementary. Angel Hearts Cooperative School, Beacon Hill Preparatory School, Holy Family Catholic School, Montessori School of North Miami, and The Child Development Academy are private schools within the area surrounding Hibiscus Elementary.

#### **3.3 Mode**

***This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.***

There are a number of Critical Success Factors that are essential to achieving Hibiscus Elementary's vision/mission. Hibiscus Elementary School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council.

To guarantee a quality education for our students, we employ:

- A clear sense of purpose
- A core set of standards within the CBC curriculum
- Teacher expectations for student achievement beyond minimum standards
- A commitment to educate each student as completely as possible and recognize academic success
- A safe, orderly learning environment
- Student assessment correlated to instructional strategies
- Instructional leadership by the staff
- Ongoing staff development and implementation of active teaching strategies that promote hands-on learning, and assist students in organizing their thinking toward effective problem solving.

#### **3.4 Dynamics**

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

Administrators, staff, and other major stakeholders have determined a need for continued emphasis on technology and instruction/remediation in reading. We are addressing these needs through recently awarded grants that include Classroom on a Cart, Narrowing the Digital Divide, and Qualified Zone Academy Bonds (QZAB).

As with many other schools, Hibiscus deals with above optimal class size in certain grade levels.

### **4. CHALLENGES**

#### **4.1 Learning**

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

The availability of materials, Remedial and Enrichment Programs, and Distance Learning Opportunities at Hibiscus adequately serve the needs of the students and do not present challenges to the learning process of the Hibiscus student population as they do in other learning environments. The attendance record for students and mobility factor are also not major challenges to the learning process at this school.

However, Hibiscus Elementary School has determined that the following issues challenge learning at our school:

1. Many parents lack confidence and skills to assist their children with home learning.

2. There is a lack of a male role model in many homes.
3. Single - parent families are economically stressed and are often not available to participate in their children's education.

#### **4.2 Faculty**

*This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.*

Results of the School Climate Survey indicate a strong measure of satisfaction with the school environment as expressed by the faculty. Instructional personnel feel nurtured personally and professionally and feel that the school climate is clean, safe, secure and well organized. Four challenges and issues that face our faculty include:

- limited integration of technology into instruction in the areas of reading, writing and math
- a wide range of student abilities within each classroom which limits remediation in reading, writing, and math skills
- student performing in the lowest quartile need more focused instruction and extra reinforcement.

#### **4.3 Operational and External Forces**

*This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.*

Overall, Hibiscus Elementary is an efficiently run school with satisfied staff, parents and students, and a well organized, focused commitment to the educational needs of the students. Key groups that influence the daily operation of the school include parents, community businesses (stakeholders), and government agencies. Some challenges and issues that affect internal daily operations and in interactions with the surrounding community include:

- family work schedules prevent consistent involvement in the educational process
- lack of a male role model in many of the households impede the educational development of young children
- students lack awareness of the importance for setting School to Career goals.

#### **4.4 Process Improvement**

*This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.*

Hibiscus Elementary utilizes a variety of processes and strategies to design and support educational programs. Administrators, teachers, parents and community leaders form a collaborative team to implement educational policies and programs for the students. Challenges the school faces in improving educational program design, student support services, and operational processes include:

- limited funding for project-based activities contributing to lasting school reform
- lack of awareness of community support agencies to assist with family problems affecting the welfare of students
- lack of parental support and skills necessary to assist their children with FCAT strategies to master reading, writing, and math skills.

## **5. IMPROVEMENT**

### **5.1 Education Design and Support Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.*

Hibiscus Elementary utilizes a variety of processes and strategies to design and support educational programs. Administrators, teachers, parents and community leaders form a collaborative team to implement educational policies and programs for the students. Item 4 addresses challenges for improving learning. They were identified as:

1. Many parents lack confidence and skills to assist their children with home learning.
2. There is a lack of a male role model in many homes.
3. Single - parent families are economically stressed and are often not available to participate in their children's education.

To address the lack of confidence and skills of parents, a series of Parent Workshops have been designed on topics such as "Helping Your Child Prepare for the FCAT", "The New Math";, and "How to Help Your Child with Home Learning" among others.

To address the lack of a male role model in many homes, the Donuts and Dads Program strengthens the bond between father and child and provides fathers with inspirational, moral, and concrete strategies to have input into the lives of their children. The Young Gentleman's Club provides fourth grade male students with ways to interact with other students and is hoped to provide a foundation for quality interaction with others.

The school sponsors many programs to assist single parent families. The YWCA before - school and after-school care program provides an educational and recreational environment for children designed to emphasize school values. The Pre-school program introduces young children to the school environment in a quality educational setting and provides parents with a way to communicate openly with teachers about the progress

and adjustment of their children. The Parent Center provides resources for parents and the Community Involvement Specialist conducts Home Visits and initiates parents into the school collaborative team that is needed to further educational growth in their children.

#### **5.2 Education Delivery Process**

***This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.***

Hibiscus Elementary has prioritized a number of issues related to the Educational Delivery Process. These issues include limited integration of technology into instruction in the areas of reading, writing and math, a wide range of student abilities within each classroom, which limits remediation in reading, writing, and math skills, and students performing in the lowest quartile need more focused instruction and extra reinforcement. To address these issues the following solution strategies are advocated:

- provide in-service technology training for the entire faculty for integrating technology with instruction, attendance at technology conferences in the area, training in the use of district provided faculty laptops, and school-wide use of Classroom on a Cart (thirty laptops with wireless internet access for student use)
- implement ability grouping and departmentalization of instruction in reading, writing, and math in grades four and five
- provide extra reinforcement and more focused instruction to students performing in the lowest quartile during an after-school tutoring program in reading, writing, and math.

#### **5.3 Operational and External Forces Processes**

***This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.***

Hibiscus Elementary has identified several issue and challenges in relationships with internal operations and external forces. These key groups influence the daily operation of the school and include parents, community businesses (stakeholders), and government agencies.

The school has strategically increased parent involvement by scheduling parent workshops, coffee meetings and educational seminars at flexible times so that working parents can attend. Additionally, programs have been designed to encourage active participation by fathers in their children's education. (Donuts and Dads). Meetings, lunches and breakfasts for the business members in the Dade County Partners Program have been designed to stimulate active participation of community businesses in the educational programs of the school. Government agencies have been contacted to assist with the individual needs of families and provide counseling for our students and parents.

These processes strengthen the relationship between external forces and internal operations by forming a collaborative partnership between the school and external groups.

#### **5.4 Organizational Processes**

***This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.***

There are many challenges that Hibiscus Elementary faces in improving educational program design, student support services, and operational processes. These challenges include limited funding for project-based activities contributing to lasting school reform, lack of awareness of community support agencies to assist with family problems affecting the welfare of students, lack of parental support and skills necessary to assist their children with FCAT strategies to master reading, writing, and math skills. Solutions have been identified to meet these challenges and they include:

- solicit outside funds and donations from Dade Partners, community stakeholders, business agencies, and apply for grants to augment existing funds.
- provide supportive services to families in need by providing referrals for counseling, school resources, community agencies and support organizations such as Psyche Solutions
- increase parental support and skills necessary for parents to assist their children with FCAT testing by implementing a series of parent educational seminars and workshops throughout the year

# SCHOOL PERFORMANCE SELF-ASSESSMENT

## SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION PARENT FORM

SA = Strongly Agree

A = Agree

U/U = Undecided/Unknown

D = Disagree

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. My child's school is safe and secure.	34	56	8	1	1	36	49	7	6	2
2. My child's school is kept clean and in good condition.	38	58	3	1	0	43	47	4	5	1
3. My child's school is overcrowded to the degree that it affects learning.	18	17	22	38	5	14	21	21	32	12
4. My child's school maintains high academic standards.	31	46	19	4	0	30	46	18	5	1
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	20	55	20	1	4	29	44	21	5	2
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	39	54	6	1	0	42	48	6	4	1
7. My child's school serves lunches that are nutritious and taste good.	21	41	21	10	6	21	37	19	14	8
8. My child's school keeps bathrooms clean and in good condition.	14	42	32	10	3	21	36	21	14	8
9. My child's teachers are friendly and easy to talk to.	55	41	1	3	0	57	36	3	2	1
10. My child's teachers make learning interesting and relevant.	50	45	5	0	0	49	42	6	2	1
11. My child's teachers motivate students to learn.	57	41	3	0	0	50	40	6	3	1
12. My child's teachers take an interest in students' educational future.	54	38	9	0	0	47	40	10	3	1
13. My child's teachers are knowledgeable and understand their subject matter.	49	46	4	1	0	46	43	8	2	1
14. My child's teachers assign meaningful homework that helps students learn.	50	48	0	3	0	48	43	4	4	1
15. My child's teachers do their best to include me in matters directly affecting my child's progress in school.	48	46	4	1	1	49	39	6	5	2
16. My child's school is effectively teaching students the basic academic skills in reading.	46	51	4	0	0	41	50	5	3	1
17. My child's school is effectively teaching students the basic academic skills in mathematics.	41	54	4	0	1	40	52	5	3	1
18. My child's school is effectively teaching students to speak and write correctly in English.	44	45	8	3	1	43	49	5	3	1
19. My child's school is effectively teaching students to investigate problems in science.	25	47	23	3	3	29	47	19	4	1
20. My child's school is effectively teaching students to use computers.	30	46	16	5	3	31	42	16	8	3
21. My child's school is effectively teaching students to think critically and reason out problems.	28	56	13	0	3	30	50	15	4	1
22. My child's school is effectively teaching students to develop good study and work habits.	38	53	6	1	1	37	50	8	4	1
23. My child's school is effectively teaching students to get along with different kinds of people.	35	53	12	1	0	39	49	9	2	1
24. The school and law enforcement authorities work together to keep my child's school free of violence.	46	46	8	1	0	46	38	10	3	3
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	46	44	9	0	1	46	36	13	2	2
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	51	41	6	0	1	48	36	11	2	2
27. The principal does an effective job running my child's school.	46	44	9	0	1	46	39	10	3	2
28. The principal is available and easy to talk to.	38	22	34	3	4	38	35	19	5	3
29. The assistant principals are effective administrators.	46	35	19	0	0	35	40	20	3	2
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	29	34	34	1	1	34	37	24	3	2
31. Staff in the principal's office treat me with respect when I contact my child's school.	53	40	5	1	1	48	42	5	3	2
32. School staff respond to my needs and concerns in a reasonable period of time.	40	53	6	0	1	39	46	8	4	2
33. My child is getting a good education at this school.	44	53	3	0	0	48	43	5	3	1
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	50	46	3	1	0	45	45	6	2	1
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	B+					B+				

## SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STAFF FORM

**SA = Strongly Agree**

**A = Agree**

**D = Disagree**

**U/U = Undecided/Unknown**

**SD = Strongly Disagree**

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. At my school I feel safe and secure.	65	32	0	3	0	49	38	4	6	2
2. At my school the school building is kept clean and in good condition.	68	26	0	6	0	32	43	5	15	5
3. At my school personnel work together as a team.	65	32	0	3	0	32	47	7	11	3
4. At my school administrators solve problems effectively.	62	32	6	0	0	36	41	9	10	5
5. At my school I feel that my ideas are listened to and considered.	48	45	6	0	0	34	43	10	8	4
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	65	32	3	0	0	28	39	10	15	8
7. My principal is an effective administrator.	76	24	0	0	0	49	33	8	6	4
8. My principal represents the school in a positive manner.	88	9	3	0	0	56	32	6	4	3
9. My principal demonstrates good interpersonal skills.	56	29	9	6	0	47	31	8	8	5
10. My principal deals with conflict constructively.	73	27	0	0	0	45	32	10	8	5
11. My principal responds in a reasonable time to my concerns.	65	32	3	0	0	50	34	8	5	3
12. My principal treats me with respect.	65	35	0	0	0	59	30	4	4	3
13. My principal is receptive to constructive criticism.	41	32	21	6	0	40	28	19	8	5
14. My principal is supportive of teachers.	79	21	0	0	0	50	31	8	6	4
15. My ability to do the best possible job at this school is limited by too many students in each class.	6	35	6	35	18	30	29	6	26	10
16. My ability to do the best possible job at this school is limited by student deficiencies in basic academic skills.	3	36	15	39	6	24	39	9	22	6
17. My ability to do the best possible job at this school is limited by lack of concern/support from parents.	15	48	9	18	9	24	34	7	27	8
18. My ability to do the best possible job at this school is limited by lack of concern/support from the principal.	0	3	0	35	62	4	8	8	43	37
19. My ability to do the best possible job at this school is limited by lack of concern/support from the district administration.	0	12	26	29	32	6	13	28	35	19
20. My ability to do the best possible job at this school is limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	0	9	9	38	44	9	19	7	40	25
21. My ability to do the best possible job at this school is limited by school violence.	0	0	6	35	59	2	6	7	38	47
22. My ability to do the best possible job at this school is limited by student gang activity.	0	0	3	21	76	1	1	8	30	60
23. My ability to do the best possible job at this school is limited by student substance abuse.	0	0	3	22	75	1	1	9	28	62
24. Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	9	48	18	18	6	9	31	12	33	15
25. I feel satisfied concerning how my career is progressing at this school.	41	53	0	3	3	25	47	13	10	5
26. I have a feeling of job security in my present position.	41	47	9	0	3	34	47	10	6	3
27. I like working at my school.	76	21	0	3	0	48	37	7	5	3
28. Staff morale is high at my school.	41	53	3	3	0	22	37	15	17	9
29. I frequently feel overloaded and overwhelmed while working at my school.	6	24	6	36	27	19	35	10	28	8
30. Annual teacher evaluations are fair and reasonable.	38	53	9	0	0	36	48	11	3	2
31. Annual teacher evaluations are used to improve teacher performance.	32	56	12	0	0	28	45	18	7	3
32. Inservice programs keep me informed of the latest educational strategies.	47	41	6	6	0	35	50	7	5	2
33. I believe children attending my school are receiving a good education.	59	41	0	0	0	41	47	7	4	1
34. The overall climate or atmosphere at my school is positive and helps students learn.	68	32	0	0	0	39	45	7	6	3
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	A-					B				

## SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STUDENT FORM

	<b>SA = Strongly Agree</b> <b>D = Disagree</b> <b>A = Agree</b> <b>SD = Strongly Disagree</b> <b>U/U = Undecided/Unknown</b>		PERCENT RESPONDING IN EACH CATEGORY									
			YOUR SCHOOL					ALL SIMILAR SCHOOLS				
			SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. I feel safe at my school.	51	36	7	5	1	40	42	8	6	3		
2. My school building is kept clean and in good condition.	19	67	5	10	0	19	37	14	20	10		
3. Students in my school usually follow school rules.	18	38	20	18	6	9	27	21	27	16		
4. There are too many students in my classroom and that affects how much I learn.	5	15	2	35	43	14	15	10	30	31		
5. My teachers require that I work very hard for the grades I get.	53	34	11	1	1	59	28	7	3	2		
6. My school has enough books and equipment to help me learn.	66	30	2	0	1	47	35	7	7	4		
7. Food served for lunch at my school looks good and tastes good.	11	14	14	32	29	10	18	15	21	35		
8. Bathrooms in my school are clean and in good condition.	8	24	18	26	24	8	15	11	27	39		
9. My teachers are friendly and easy to talk to.	58	25	10	6	1	49	33	9	5	3		
10. My teachers make learning fun and interesting.	61	29	6	4	1	50	34	8	5	3		
11. My teachers make me want to learn.	57	30	7	5	1	51	34	9	4	2		
12. My teachers know a lot about the subjects they teach.	65	25	7	2	0	62	29	6	2	1		
13. My teachers give me meaningful homework that helps me learn.	49	40	4	5	2	49	35	8	4	3		
14. My teachers are interested in how I do in the future.	44	38	15	2	0	52	28	13	4	3		
15. My teachers let me know how I am doing on my school work.	56	38	4	1	1	52	34	7	4	3		
16. Violence is a problem at my school.	5	5	5	28	58	19	16	13	18	35		
17. Gangs are a problem at my school.	4	2	2	14	77	11	9	10	18	53		
18. Student drug and alcohol use are problems at my school.	1	1	2	12	83	9	4	6	12	68		
19. My principal does a good job running the school.	75	18	6	0	1	54	26	9	5	6		
20. The assistant principals are available when needed.	52	32	12	2	1	35	33	18	8	6		
21. My guidance counselor helps me with school and personal problems.	63	25	11	1	0	43	25	21	5	6		
22. Adults at my school care about me as an individual.	50	35	14	1	0	36	34	18	7	5		
23. Adults at my school help me when I need it.	55	29	12	4	0	40	38	13	6	4		
24. I like coming to my school.	48	27	12	8	5	38	31	12	8	11		
25. I am getting a good education at my school.	67	28	5	0	0	54	31	9	3	2		
26. The overall climate or feeling at my school is positive and helps me learn.	49	29	11	2	9	40	35	17	4	4		
27. Students get grades A, B, C, D, or F for the quality of their school work. What overall grade would you give to your school?	A-					B						

## COMPREHENSIVE NEEDS ASSESSMENT DEMOGRAPHIC PROFILE

<b>Staff Characteristics</b>				
<b>Attendance</b>	<b>1996-1997</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1998-1999</b>
% of Instructional Staff	96.2	97	96.4	95.6
Number of Days Abs.				
None	2	2	3	3
0.5-5	18	22	17	13
5.5-10	11	10	13	10
10.5-15	8	5	4	15
15.5-20	4	1	2	3
20+	0	0	1	0

<b>Student Characteristics</b>									
<b>Mobility/Stability</b>	<b>1996-1997</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>Attendance</b>	<b>1996-1997</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>
New to M-DCPS	150	131	115	100	% of Students	95.6	95.4	95.9	96.2
Mobility Index	35	36	30	34	Number of Days Abs.				
					None	44	64	78	90
					0.5-5	155	304	316	301
					5.5-10	79	177	174	145
					10.5-15	42	88	74	68
					15.5-20	26	40	46	35
					20+	33	65	42	36

## COMPREHENSIVE NEEDS ASSESSMENT DATA FOR ACCOUNTABILITY

<b>G r a d e</b>	<b>FCAT Reading</b>											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
<b>4</b>	35	28	30	55	43	56	65	72	70	45	57	44
<b>8</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>10</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

<b>G r a d e</b>	<b>FCAT Writing</b>					
	Percent of Students Scoring less than 3			Percent of Students Scoring 3 or more		
	98-99	99-00	00-01	98-99	99-00	00-01
<b>4</b>	20	6	11	80	94	89
<b>8</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>10</b>	n/a	n/a	n/a	n/a	n/a	n/a

<b>G r a d e</b>	<b>FCAT Mathematics</b>											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
<b>5</b>	48	27	28	90	57	61	52	73	72	10	43	39
<b>8</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>10</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

<b>G r a d e</b>	<b>SCHOOL GRADE DESIGNATION PERFORMANCE HISTORY</b>		
	98-99	99-00	00-01
<b>4/5</b>	D	C	C
<b>8</b>	n/a	n/a	n/a
<b>10</b>	n/a	n/a	n/a

## COMPREHENSIVE NEEDS ASSESSMENT MAJOR PROGRAMS

### Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Comprehensive Reading Plan	K-5	Sep. '98
Accelerated Reader	K-5	Sep. '97
Competency-Based Curriculum	K-5	Sep. '93
Reciprocal Teaching	1-5	Oct. '96
America Reads	1	Oct. '98
After School Tutorial Program	4	Dec. '95
RAP-Tutoring (Read and Perform)	1-3	Nov. '97
CRISS	K-5	Sep. '00
Buddy Reading	K-5	Sep. '00
FCAT Strategies	1-5	Sep. '00
PACE/STAR	K-5	Sep. '95

### Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Writing Across the Curriculum	K-5	Sep. '95
Competency-Based Curriculum	K-5	Sep. '93
Collaborative Scoring of Student Writing	K-5	Sep. '95
CRISS	K-5	Sep. '00
FCAT Writing Assessment and preparation	K-5	Sep. '00

### Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency-Based Curriculum	K-5	Sep. '93
CRISS	K-5	Sep. '00
FCAT Preparation	K-5	Sep. '00
Math Bowl	3-5	Apr. '97
PACE/STAR	K-5	Sep. '95

### Other Areas

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
After-School Academic Excellence Program	2-5	Oct. '91
High Scope Pre-K Program	Pre-K	Nov. '98
Teaching Enrichment Activities to Minorities (TEAM)	2-4	Sep. '97
Gifted Program	K-5	Sep. '98
Science Fair	K-5	Apr. '91

## COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

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

TRAINING	NUMBER TRAINED	DATE
FCAT Workshop	2	Oct. 04, '00
STAR Workshop	3	Oct. 11, '00
America Reads	2	Oct. 17, '00
Reading Leaders Inservice	1	Oct. 24, '00
FCAT Reading Inservice	1	Oct. 25, '00
Accelerated Reader Inservice	1	Nov. 08, '00
Reading Inservice	1	Nov. 13, '00
Reading Inservice	1	Nov. 15, '00
Reading Inservice	1	Nov. 20, '00
Reading Inservice	1	Nov. 27, '00
Reading Leader Inservice	1	Dec. 04, '00
Reading Inservice	2	Jan. 10, '01
PACE Inservice	1	Nov. 29, '00
PACE Inservice	1	Nov. 30, '00
PACE Inservice	1	Dec. 01, '00
Reading Leader Inservice	2	Apr. 10, '01

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

TRAINING	NUMBER TRAINED	DATE
FCAT Workshop	2	Oct. 16, '00

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

TRAINING	NUMBER TRAINED	DATE
S.M.I.L.E. (CRISS Training)	5	Oct. 04, '00
S.M.I.L.E. (CRISS)	5	Oct. 25, '00
Eisenhower Math Inservice	4	Oct. 30, '00
Eisenhower Math Inservice	4	Nov. 07, '00
CRISS Inservice	5	Nov. 08, '00
CRISS Training	5	Nov. 22, '00
Eisenhower Math Inservice	4	Nov. 28, '00
S.M.I.L.E. (CRISS) Inservice	5	Dec. 06, '00
S.E.C.M.E. Inservice	1	Dec. 08, '00
S.M.I.L.E. (CRISS) Inservice	3	Dec. 12, '00
S.M.I.L.E. (CRISS) Inservice	5	Jan. 11, '01
5th Grade Math Inservice	4	Mar. 07, '01
PACE Inservice	1	Nov. 29, '00

PACE Inservice	1	Nov. 30, '00
PACE Inservice	1	Dec. 01, '00

### Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Technology Conference	5	Sep. 21, '00
Web Page Training	4	Sep. 28, '00
Academic Excellence Program Training	1	Oct. 05, '00
PACE Workshop	3	Oct. 10, '00
Eisenhower Workshop	4	Oct. 10, '00
CST Training	1	Oct. 18, '00
Pre-K Workshop	1	Oct. 18, '00
Pre-K Workshop	1	Oct. 19, '00
Pre-K Workshop	1	Oct. 20, '00
Title I - Program Administrators' Inservice	2	Oct. 06, '00
Eisenhower Workshop	4	Oct. 24, '00
Teaching Enrichment Activities to Minorities (TEAM) Training	1	Oct. 25, '00
Pre-K Workshop	1	Oct. 25, '00
Creating a Web Page	3	Oct. 25, '00
Creating a Web Page	3	Oct. 26, '00
Pre-K Workshop	1	Nov. 07, '00
Hearing-Impaired Inservice	2	Nov. 13, '00
Pre-K Workshop	1	Nov. 15, '00
Hearing Impaired Inservice	1	Nov. 20, '00
Science Fair Inservice	2	Nov. 29, '00
Pre-K Inservice	1	Dec. 01, '00
Eisenhower Math/Science Inservice	2	Dec. 05, '00
Media Workshop	1	Dec. 07, '00
Counseling Inservice	1	Dec. 15, '00
Pre-K Inservice	1	Jan. 09, '01
Science Inservice	1	Jan. 09, '01
Technology-PowerPoint Inservice	1	Jan. 17, '01
Technology - Windows Inservice	5	Feb. 06, '01
Pre-K Inservice	1	Feb. 07, '01
Technology - Windows Inservice	4	Feb. 08, '01
ESE Workshop	1	Feb. 12, '00
Paraprofessional Inservice	5	Feb. 23, '01
Library/Media Workshop	1	Apr. 10, '01
Technology - Windows Inservice	2	Apr. 10, '01
Technology - Windows Inservice	3	Apr. 12, '01
Technology - Windows Inservice	2	Apr. 13, '01
Technology -Windows Inservice	5	Apr. 16, '01
Technology - Windows Inservice	2	Apr. 18, '01
Technology - Excel I Inservice	4	Apr. 19, '01

Technology - PowerPoint I Inservice	1	Apr. 20, '01
Technology - PowerPoint I Inservice	4	Apr. 23, '01
Technology - Excel I Inservice	1	Apr. 25, '01
Technology - PowerPoint I Inservice	1	Apr. 26, '01
Technology - Excel I Inservice	3	Apr. 30, '01
Technology - Access I Inservice	4	May 01, '01
Technology - Corel I Inservice	5	May 02, '01
Technology - Internet Explorations Inservice	2	May 04, '01
Technology - Web Page I Day 1 Inservice	2	May 07, '01
Technology - Web Page I Day 2 Inservice	3	May 08, '01
Technology - PowerPoint II Inservice	1	May 18, '01
Technology - Internet Explorations Inservice	4	May 23, '01
Technology - MS Word I Inservice	5	May 30, '01
Technology - PowerPoint I Inservice	5	May 31, '01
EESAC Training	2	May 23, '01

## COMPREHENSIVE NEEDS ASSESSMENT

### OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

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

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

After comprehensive review and discussion, the EESAC made budget recommendations to the administration and budget committee in regards to the School Performance Plan. The EESAC also concurred with the utilization of Title I funding to enhance technology instruction.

#### ***Training:***

The EESAC discussed and endorsed the increase in professional development activities for the staff, especially those activities focused on Technology.

#### ***Instructional Materials:***

The EESAC provided monies to increase the number of career related and Accelerated Reader books in the Media Center to support the school objectives addressed by the School Performance Plan.

#### ***Technology:***

The EESAC provided monies to increase availability of software for students to support the areas of instruction addressed by the School Performance Plan.

#### ***Staffing:***

The EESAC evaluated and made recommendations to the administration in regard to decisions concerning personnel, which included the placement of paraprofessionals to relieve class size and enhance instruction.

#### ***Student Support Services:***

The EESAC reviewed the existing programs regarding student services and recommended the continuation of the services, such as the school nurse, already in place.

#### ***Other Matters of Resource Allocation:***

The EESAC provided funds to lease a new copier in the main office to facilitate the distribution of materials necessary for implementation of the Comprehensive Reading Plan and will continue to support other strategies that support the School Performance Plan. The EESAC also provided funds to supply incentives for the students as they participate in the Accelerated Reader program as outlined in the School Performance Plan.

#### ***Benchmarking:***

The EESAC collaborated on developing strategies to assist in benchmarking the students' progress in the designated objectives.

#### ***School Safety and Discipline:***

The EESAC reviewed and endorsed the existing policies and procedures to address school safety and discipline implemented by the administration and faculty, which provide for a calm and orderly atmosphere conducive to learning.

# COMPREHENSIVE NEEDS ASSESSMENT

## TITLE I ASSESSMENT ISSUES

### Parental Involvement

More parent volunteers are needed to support the instructional program. The Community Involvement Specialist and the Volunteer Coordinator will continue to plan activities for parents and recruit parents as volunteers.

### Family Literacy

There should be a partnership between the school and parents in relation to student achievement. Regular parent/student homework assignments and projects will be part of the implementation of the Comprehensive Reading Plan and Writing Across the Curriculum.

### School Climate

The general climate of the school is very comfortable for students, parents, and teachers. The EESAC will continue to address any issues/concerns in an effort to maintain a warm, inviting, and positive school environment.

### Health Services

An increase in the current amount of health services is needed. Efforts will be made to secure a full-time nurse and other health screenings for the 2001-2002 school year. A nurse will provide health care services/information one day per week.

## MEASURABLE OBJECTIVE

<b>Florida's System of School Improvement and Education Accountability (229.591 F.S.)</b>							
<b>Education Goals</b>							
<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>Goal 6</b>	<b>Goal 7</b>	<b>Goal 8</b>
Readiness to Start School  ( )	Graduation Rate  ( )	Student Performance  (X)	Learning Environment  ( )	School Safety  ( )	Teachers and Staff  ( )	Adult Literacy  ( )	Parental, Family, and Community Involvement  ( )
<b>Miami-Dade County Public Schools Strategic Planning Goals</b>							
<b>Goal I</b>		<b>Goal II</b>			<b>Goal III</b>		
School to Career  (X)		Effective Learning Environment  (X)			Efficient Management Practices  ( )		
<b>Principles of School Performance Excellence Categories</b>							
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	
School Leadership  ( )	Strategic Planning for School Improvement  ( )	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  ( )	Educational Design, Services, and Support  ( )	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instruction using the Competency-Based Curriculum, students in grades two through five will improve their reading comprehension skills as evidenced by an average increase of two points scored on the Miami-Dade County Public Schools FCAT Reading Test administered in a pre and posttest format in September 2001 and in May 2002.</p>							

## STRATEGIES

<b>STRATEGIES</b>	<b>List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.</b>	<b>Timeline</b>	
		<b>Start Date</b>	<b>End Date</b>
1. Provide students across grade levels resources for research and independent reading about careers (e.g., nonfiction and reference books and computer software).	*Media Specialist, Grade Level Lead Teachers	Aug. '01	Jun. '02
2. Expand student reading comprehension and technology skills through career research conducted on the Internet.	Grade Level Lead Teachers, *Technology Facilitator	Aug. '01	Jun. '02
3. Implement the M-DCPS Comprehensive Reading Plan.	*Administrator, Grade Level Lead Teachers, Reading Leader	Aug. '01	Jun. '02
4. Implement strategies using higher order thinking skills to interpret and analyze literature and reading in all areas of the curriculum (e.g., Reciprocal Teaching and Read and Retell).	*Reading Leader, Grade Level Lead Teachers	Aug. '01	Jun. '02
5. Incorporate cooperative learning as part of the instructional learning strategies in reading applications (e.g., book-making, poetry, Buddy Reading, and Literary Circles).	*Reading Leader, Grade Level Lead Teachers	Aug. '01	Jun. '02
6. Conduct workshops for parents to help them better understand the reading skills necessary for success and to help them implement the Read With Me program.	*Community Involvement Specialist, Grade Level Lead Teachers, Reading Leader	Aug. '01	Jun. '02
7. Use journals, reading logs, and portfolios daily for self-evaluation of student comprehension and response to literature.	*Reading Leader, Grade Level Lead Teachers	Aug. '01	Jun. '02
8. Incorporate technology in reading application (e.g., book making, student writing, Accelerated Reader and Interactive software).	*Reading Leader, Grade Level Lead Teachers, Technology Facilitator	Aug. '01	Jun. '02
9. Encourage life-long reading skills and reading appreciation through Library/Media Center activities (e.g., Camp Read-a-Lot, Pajama Party, Picnic with Books and Celebrity Read Aloud).	Media Specialist	Aug. '01	Jun. '02
10. Use M-DCPS Comprehensive Reading Plan Benchmark Assessments to determine understanding of reading skills.	*Reading Leader, Grade Level Lead Teachers	Aug. '01	Jun. '02
11. Administer America Reads Diagnostic Assessment in grades kindergarten and first to determine reading progress.	*Reading Leader, Grade Level Lead Teachers	Sep. '01	Jun. '02
12. Administer Miami-Dade County Public Schools FCAT Reading Assessment in pre and posttest format to grades two through five to determine reading progress.	*Reading Leader, Grade Level Lead Teachers	Sep. '01	Jun. '02
13. Provide after-school tutoring to those students scoring in the lowest quartile on the Florida Comprehensive Assessment Test - Reading (criterion referenced test).	*Administrator, Reading Leader, Grade Level Lead Teacher	Nov. '01	May '02

## STRATEGIES

<b>STRATEGIES</b>	<b>List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.</b>	<b>Timeline</b>	
		<b>Start Date</b>	<b>End Date</b>
14 . Implement ability grouping and departmentalization of instruction in reading in grade four based on analysis of FCAT scores.	*Administrator, Reading Leader, Grade Level Lead Teacher	Oct. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

### MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School  ( )	Graduation Rate  ( )	Student Performance  (X)	Learning Environment  ( )	School Safety  ( )	Teachers and Staff  ( )	Adult Literacy  ( )	Parental, Family, and Community Involvement  ( )
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career  (X)		Effective Learning Environment  (X)			Efficient Management Practices  ( )		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership  ( )	Strategic Planning for School Improvement  ( )	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  ( )	Educational Design, Services, and Support  ( )	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instruction using the Competency-Based Curriculum, students in grades one through five will improve their writing skills as evidenced by an increase in the percent of students scoring 3 or above when comparing results from a school site pre and posttest prompt, administered in September 2001 and in May 2002.</p>							

## STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Student writing skills will be enhanced through journal entries and responses to school-wide career preparation lessons, guest speakers, and career awareness activities.	*Reading Leader, Grade Level Lead Teachers	Aug. '01	Jun. '02
2. Administer a school site prompt in a pre and posttest format to grades one through five to determine writing progress.	*Reading Leader, Grade Level Lead Teachers	Sep. '01	Jun. '02
3. The five-step writing process: pre-writing, drafting, editing, revising and publishing will be used by all students and samples will be kept in portfolios and journals.	*Reading Leader, Grade Level Lead Teachers	Sep. '01	Jun. '02
4. Technology will be used by students to improve their word processing skills and to enhance their writing.	*Technology Facilitator, Grade Level Lead Teachers	Aug. '01	Jun. '02
5. Incorporate cooperative learning as part of the instructional strategies in the writing process.	*Reading Leader, Grade Level Lead Teachers	Aug. '01	Jun. '02
6. Assign writing prompts and other writing activities as homework to be worked on collaboratively by the parents and the students.	*Reading Leader, Community Involvement Specialist, Grade Level Lead Teachers	Aug. '01	Jun. '02
7. Use school developed FCAT Writing prompts in grades one through five to determine understanding of the application of writing.	*Reading Leader, Grade Level Lead Teachers	Aug. '01	Jun. '02
8. Daily use of writing journals for self-evaluation, creative writing, and for response to school activities such as Career Day, Say No To Drugs, and American Education Week.	*Reading Leader, Grade Level Lead Teachers	Aug. '01	Jun. '02
9. Participate in district-sponsored writing competitions such as Publish-A-Book and Books with Wings.	*Reading Leader, Grade Level Lead Teachers	Aug. '01	Jun. '02
10. Teachers will provide practice in problem solving and computation skills through "Problem of the Day" and weekly timed drills.	*Administrator, Grade Level Lead Teachers	Aug. '01	Jun. '02
11. Provide after-school tutoring to those students scoring in the lowest quartile on the Florida Comprehensive Assessment Test - Writing.	*Administrator, Grade Level Lead Teacher	Nov. '01	Jun. '02
12. Implement ability grouping and departmentalization of instruction in writing in grade four based on analysis of FCAT scores.	*Administrator, Grade Level Lead Teacher	Oct. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

### MEASURABLE OBJECTIVE

<b>Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals</b>							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School  ( )	Graduation Rate  ( )	Student Performance  (X)	Learning Environment  ( )	School Safety  ( )	Teachers and Staff  ( )	Adult Literacy  ( )	Parental, Family, and Community Involvement  ( )
<b>Miami-Dade County Public Schools Strategic Planning Goals</b>							
Goal I		Goal II			Goal III		
School to Career  (X)		Effective Learning Environment  (X)			Efficient Management Practices  ( )		
<b>Principles of School Performance Excellence Categories</b>							
1	2	3	4	5	6	7	
School Leadership  ( )	Strategic Planning for School Improvement  ( )	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  ( )	Educational Design, Services, and Support  ( )	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instruction using the Competency-Based Curriculum, students in grades three through five will improve their math skills as evidenced by an average increase of two points scored on the Miami-Dade County Public Schools FCAT Math Test administered in a pre and posttest format in September 2001 and in May 2002.</p>							

## STRATEGIES

<b>STRATEGIES</b>	<b>List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.</b>	<b>Timeline</b>	
		<b>Start Date</b>	<b>End Date</b>
1. Integrate problem-based learning with solving career oriented mathematical investigations.	*Administrator, Grade Level Lead Teachers	Aug. '01	Jun. '02
2. Administer Miami-Dade County Public Schools FCAT Mathematics Test in pre and posttest format to grades three through five to determine mathematics progress.	*Administrator, Grade Level Lead Teachers	Sep. '01	Jun. '02
3. Utilize manipulatives to enhance mathematical insights and problem solving skills.	*Administrator, Grade Level Lead Teachers	Aug. '01	Jun. '02
4. Incorporate technology, such as calculators, mathematics software, and computers to manipulate and display data in order to investigate, solve problems, and achieve lifelong mathematics skills.	*Administrator, Grade Level Lead Teachers	Aug. '01	Jun. '02
5. Use journals and portfolios for self-evaluation, communication of ideas, vocabulary development, and written demonstrations or problem solving strategies.	*Administrator, Grade Level Lead Teachers	Aug. '01	Jun. '02
6. Use Harcourt Brace mathematics series assessment tests to determine conceptual understanding of the application of mathematical concepts.	*Administrator, Grade Level Lead Teachers	Aug. '01	Jun. '02
7. Conduct workshops for parents to better understand the mathematical skills necessary for success.	*Community Involvement Specialist, Grade Level Lead Teachers	Aug. '01	Jun. '02
8. Incorporate practice drills that will assist students to better adapt to the FCAT testing formats.	*Administrator, Grade Level Lead Teachers	Aug. '01	Jun. '02
9. Provide after-school tutoring to those students scoring in the lowest quartile on the Florida Comprehensive Assessment Test - Mathematics (criterion referenced test).	*Administrator, Grade Level Lead Teacher	Nov. '01	May '02
10. Implement ability grouping and departmentalization of instruction in mathematics in grade five based on analysis of FCAT scores.	*Administrator, Grade Level Lead Teacher	Oct. '01	Jun. '02

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### MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School  ( )	Graduation Rate  ( )	Student Performance  ( )	Learning Environment  ( )	School Safety  ( )	Teachers and Staff  ( )	Adult Literacy  ( )	Parental, Family, and Community Involvement  (X)
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career  (X)		Effective Learning Environment  (X)			Efficient Management Practices  ( )		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership  ( )	Strategic Planning for School Improvement  ( )	Student and Stakeholder Relationships  ( )	Data-Driven Decision-Making  ( )	Human Resource Focus  ( )	Educational Design, Services, and Support  ( )	Performance Results  ( )	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given increased emphasis on parental involvement, parent/family/community participation in school site activities will increase 5% during the 2001-2002 school year when compared to the 2000-2001 school year, as documented by sign-in rosters.</p>							

## STRATEGIES

<b>STRATEGIES</b>	<b>List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.</b>	<b>Timeline</b>	
		<b>Start Date</b>	<b>End Date</b>
1. In support of the School-to-Career initiative, parents will be contacted via flyers, memos, newsletters, and phone calls to have them participate in career related activities.	Counselor	Sep. '01	May '02
2. Invite all parents to attend holiday activities and performances, and other school activities.	*Community Involvement Specialist, Classroom Teachers	Sep. '01	Apr. '02
3. Conduct workshops for parents to help them better understand the reading, mathematical, and writing skills necessary for success.	*Community Involvement Specialist, Grade Level Lead Teachers	Oct. '01	Apr. '02
4. Inform and involve parents in activities occurring at the school through PTA flyers, Activities Calendar, Pylon Sign, and home/school communication.	Counselor	Sep. '01	Jun. '02
5. Increase parent participation and student achievement through contacts made by the Community Involvement Specialist.	Community Involvement Specialist	Sep. '01	Jun. '02
6. Contact parents by phone and in writing to attend parent/teacher conferences.	*Community Involvement Specialist, Classroom Teachers	Sep. '01	Jun. '02
7. Encourage parents to attend pre-kindergarten through grade five Open House.	*Community Involvement Specialist, Classroom Teachers	Sep. '01	Oct. '01

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## MEASURABLE OBJECTIVE

<b>Florida's System of School Improvement and Education Accountability (229.591 F.S.)</b>							
<b>Education Goals</b>							
<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>Goal 6</b>	<b>Goal 7</b>	<b>Goal 8</b>
Readiness to Start School  ( )	Graduation Rate  ( )	Student Performance  (X)	Learning Environment  ( )	School Safety  ( )	Teachers and Staff  ( )	Adult Literacy  ( )	Parental, Family, and Community Involvement  ( )
<b>Miami-Dade County Public Schools Strategic Planning Goals</b>							
<b>Goal I</b>		<b>Goal II</b>			<b>Goal III</b>		
School to Career  (X)		Effective Learning Environment  (X)			Efficient Management Practices  ( )		
<b>Principles of School Performance Excellence Categories</b>							
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	
School Leadership  ( )	Strategic Planning for School Improvement  ( )	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  ( )	Human Resource Focus  ( )	Educational Design, Services, and Support  ( )	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instruction using the Competency-Based Curriculum and school-wide emphasis on improving reading comprehension, 85% of the students participating in the Accelerated Reader Program in grades kindergarten through five will increase reading comprehension skills as demonstrated by a mean score of 12 points as documented by the Accelerated Reader Program's computer-generated reports.</p>							

## STRATEGIES

<b>STRATEGIES</b>	<b>List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.</b>	<b>Timeline</b>	
		<b>Start Date</b>	<b>End Date</b>
1 . Provide students with Accelerated Reader books that focus on career awareness.	Media Specialist	Sep. '01	Jun. '02
2 . Generate quarterly printouts or Accelerated Reader scores for each student tested.	*Media Specialist, Reading Leader	Sep. '01	Jun. '02
3 . Provide parents with a list of books on different reading levels.	*Media Specialist, Reading Leader, Classroom Teachers	Sep. '01	Jun. '02
4 . Purchase additional Accelerated Reader Books for each level.	Media Specialist	Sep. '01	Jun. '02
5 . Recognize students who progress to a higher reading level.	*Media Specialist, Reading Leader, Classroom Teachers	Sep. '01	Jun. '02
6 . Provide incentives to students who earn designated point levels.	*Media Specialist, Reading Leader, Classroom Teachers	Sep. '01	Jun. '02
7 . Provide teachers with training, as needed, focusing on the utilization of Accelerated Reader.	*Media Specialist, Reading Leader	Sep. '01	Jun. '02
8 . Identify and utilize teacher "mentors", who have experience with Accelerated Reader, to work directly with fellow teachers to assist them in developing an effective management plan for implementing Accelerated Reader.	*Media Specialist, Reading Leader	Sep. '01	Jun. '02

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## **WAIVERS**

Any waivers submitted for this school may be found in Appendix A: Waivers, at the back of this book.

## **TITLE I BUDGETS**

The Title I budget for this school may be found in Appendix B: Title I Budgets, at the back of this book.

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

**LOC. #:** 2401

**SCHOOL NAME:** Hibiscus Elementary School

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

The original signature page, including signatures of 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; and  
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.