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**School Number and Name:** 2891 William Lehman Elementary School

## *School Performance Excellence Plan*

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High School Feeder Pattern: *Miami Killian Senior*

Region: *V* Board District #: *7*

***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

### William Lehman Elementary School

William Lehman Elementary, a "high-tech/soft-touch" school located in the Sabal Chase community of Miami-Dade County, serves children in grades prekindergarten through five. The student population is comprised of approximately 1,000 children. The ethnic composition of students in our school consists of 56% Hispanic, 30% White, 7% Black, and 7% Asian/American Indian/Multi-racial. Students come from a predominantly middle-class socioeconomic background. At William Lehman 34.5% (351 total number) of our student population has been identified as economically disadvantaged. The percentage of Limited English Proficient (LEP) students in the school is 21% (215 total number). The students are served by special programs to enhance their academic achievements (Gifted, Academic Excellence, Teaching Enrichment Activities to Minorities (TEAM), English for Speakers of Other Languages (ESOL), Learning Disabilities).

Given instruction using the Competency-Based Curriculum, a minimum of fifty percent of the students in grade two will increase their reading skills performance by two or more points as determined by the FCAT Reading Post-Test administered in May of 2002, compared to their performance in the FCAT Reading Pre-Test administered in September 2001.

Given instruction using the Competency-Based Curriculum, a minimum of thirty-three percent of the students in grades three and four will score at or above a 4, using the FCAT rubric, as evidenced in the May 2002 administration of the FCAT Writing Post-Test, compared to the students' performance on the September 2001 administration of the FCAT Writing Pre-Test.

Given instruction using the Competency-Based Curriculum, a minimum of fifty percent of the students in grades four and five will increase their mathematics skills performance by two or more points as determined by the FCAT Mathematics Post-Test administered in May of 2002, compared to their performance on the FCAT Mathematics Pre-Test administered in September 2001.

Given instruction using the Competency-Based Curriculum, each class in grades Kindergarten through third will enter a collaborative science project at the William Lehman Elementary School science fair as evidenced by the Science Fair Project Assessment Form. Eighty percent of students in grades four and five will enter individual projects. Fifty percent of students will score 15 or higher on the Science Fair Project Assessment Form in the 2001-2002 school year.

Given instructional opportunities and resources, students in grades two through five will demonstrate technology participation as documented by classroom observation logs.

As a member of the Coalition of Essential Schools, William Lehman Elementary uses a "high-tech/soft touch" philosophical approach to education, leading our students into the 21st century. We have identified goals that will assist our students to be thinkers, to be unafraid of change, and to know how to locate and retrieve information. Through the school framework, technology is infused in all areas of the curriculum, developing a strong foundation in the basic skills. We nurture the child's pro-social qualities of helpfulness, responsibility, and concern for others. Strategies to be implemented include, but are not limited to: utilization of the Competency-Based Curriculum (CBC) and Sunshine State Standards, hands on learning activity centers, integration of science materials and technology, science lab experiences, student portfolios, reading tutoring lab, daily journal writing, technology infusion into the math curriculum, mathematics computation, curriculum development, thematic planning, and continuous monitoring of the School Improvement Plan. These objectives and strategies will complement our mission to provide a "high-tech/soft-touch" education, to expand the mind of the student, and to foster the humanity of the child.

## **VISION**

William Lehman Elementary School enriches its diverse community through: the conveyance of the multicultural heritage of its stakeholders; the provision of the most conducive educational opportunities to its students, incorporating a curriculum encompassing “High-Tech” technology, critical thinking, and lifelong learning skills; the extension of services to meet the needs of the individual student through its “Soft-Touch” humanistic approach; embracing teamwork as an integral part in providing an environment which promotes teaching and learning.

## **MISSION STATEMENT**

The staff of William Lehman Elementary School is committed to provide a “high-tech/soft-touch” education, expanding the mind of the student and fostering the humanity of the child.

# SCHOOL FOUNDATION

## 1. ENVIRONMENT

### 1.1 Pedagogy

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

William Lehman Elementary School serves a community that is ethnically diverse and economically varying. The school was built in a middle class, single family and town home community named Sabal Chase. The association homes have the use of a large clubhouse and facilities, security, and grounds maintenance. Surrounding areas include middle class homes and several predominantly lower-income buildings.

The essence of what makes the school unique and successful is the utilization of the latest technologies, educational reforms, and the soft-touch approach. Through the use of educational reforms such as student-centered learning centers, small groups activities, and project-based learning, teachers become facilitators of the learning process. This forward thinking encourages the use of technology for discovery, mastery and research as well as critical, authentic, real-world learning, creating a community of life long learners. This dedication has resulted in the most recent accomplishment of receiving a grade of "A" from the Florida Department of Education for a second consecutive year.

The key initiative that distinguishes the school is the infusion of the high-tech/soft touch approach across the curriculum. ESOL classes are enhanced with anew state-of-the-art computer lab; twenty computers equipped with the latest high interest Josten's ELS learning software. Internet e-mail projects abound in classrooms from Kindergarten through fifth grade as well as in the learning disabled and gifted programs. Topics range from the ABC's and pennies to American History and Algebra. Projects range in depth from the sharing of a traveling "Bear," e-mail to Santa, to the building of an extensive webpage in cooperation with classrooms around the globe. The following are examples of the "soft touch approach: Powerful Peaceful Person is a program designed to teach conflict resolution, creating citizens who will make contributions as peacemakers. Children are taught that it takes a powerful person to manage anger. If there was "peace" in the school the previous day, the Powerful Peaceful People Flag is flown in the school courtyard for all to see and be proud of being a peacemaker. In the Peace Garden stands a Peace Pole, a physical symbol that sets the tone for the Powerful Peaceful Person program. The music teacher composed the Peaceful Powerful People song, which all have learned and sing with pride. This program encompasses many components such as the I care Messages, which are utilized in teaching conflict resolution, as well as Rules for Fighting Fair. Peer Mediators are trained in conflict resolution techniques and utilized as arbitrators. Peace Capsules were buried in the Peace Garden in the spring of 2000, containing artifacts, photographs, and writings from all students. The capsule will be unearthed in the year 2010. The Native Hammock and Butterfly Garden are sites where students can visit for reflection. They also become extensions of the classroom where all areas of the curriculum can be taught and link students to the duty in protecting the natural environment. The Native Hammock is a result of a challenge grant written to infuse the objectives of the gifted program throughout the school. This allowed the school to purchase native plants to create a rockland hammock. Students have written directions on creating a rockland hammock, which was published and distributed to other schools. This hammock inspired many other published books, A Tone of Decency, one of the principles of the Coalition of Essential Schools, is emphasized throughout William Lehman Elementary.

### 1.2 Culture

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

William Lehman Elementary School enriches its diverse community through: The conveyance of the multicultural heritage of its stakeholders; the provision of the most conducive educational opportunities to its students, incorporating a curriculum encompassing "High-Tech" technological, critical thinking, and life-long learning skills; the extension of services to meet the needs of the individual student through its "Soft-Touch" humanistic approach; embracing teamwork as an integral part in providing an environment which promotes teaching and learning.

The staff of William Lehman Elementary School is committed to provide a "high-tech/soft-touch" education.

At William Lehman Elementary, we share the same responsibility to each and every child by providing our students with opportunities that challenge the individual.

We understand the importance of promoting quality performance throughout the curriculum. We embrace and welcome the diverse population of languages and cultures that comprise the school's population and community. We believe that it is our obligation to provide our students with a rich curriculum infused with a high-tech/soft-touch approach into the total school program in order to assist our students in becoming bilingual and bi-literate citizens.

### **1.3 Human Resources**

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

The professional community consists of 50 full-time instructional personnel, ten part time non-instructional personnel, and two administrators. Of this number 25 (46%) of instructional personnel have their masters degree and five (9%) have their specialist degree. The staff's average years of teaching in Florida are eight. Three of our teachers have taught 30 years or more. The total full-time staff characteristics comprise of 83% female and 17% male teachers, 49% Hispanic, 29% White Non-Hispanic, 20% Black Non-Hispanic, and 2% Asian/American Indian.

### **1.4 Building Resources**

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

William Lehman Elementary School is located in southern Miami-Dade County at 10990 S.W. 113th Place. Opened in 1995, the campus includes two, two-storied classroom buildings connected by an overpass covered balcony. Classrooms are equipped with a sink, water fountain, bathrooms, and ample closet space. There is a separate wing which houses a cafetorium, a state-of-the-art music room with practice booths and an innovative art room equipped with a patio, kiln room, and supply room. In the center of the campus is the media center, equipped with the latest technology and a large selection of books, magazines, and other research materials.

Classrooms are equipped with computers, printers, and other instructional tools. Every classroom has an Ethernet connection to the Internet through a Local Area Network (LAN), which connects to a Wide Area Network (WAN) via a T1 line. The media center has a computer area with software appropriate for grades kindergarten through five.

The school has purchased basic equipment essential for the physical education program. There is a separate wing which houses the cafeteria, a state-of-the-art music room with practice booths and an innovative art room equipped with separate patio, kiln room, and supply room. The music and art programs have the necessary instruments and supplies needed to teach quality-based programs. Additionally, the school utilizes a wide variety of scientific equipment for hands on, scientific investigative activities. Audio/visual equipment has been purchased for close-circuit morning announcement activities.

### **1.5 Constraints**

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

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

The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board rules.

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

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.

## **2. RELATIONSHIPS**

### **2.1 Student**

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

The ethnic composition of students in our school consists of 56% Hispanic, 30% White, 7% Black, and 7% Asian/American Indian/Multi-racial. At William Lehman 34.5% (351 total number) of our student population has been identified as economically disadvantaged. The percentage of LEP students in the school is 21% (215 total number). The number of languages represented is 13, which consists of the following: Arabic, German, Korean, Portuguese, Urdu, Chinese, Haitian-Creole, Pakistani, Russian, French, Japanese, Persian and Spanish. Students receiving special education services are 16%(165 total students). The student mobility rate during the past year is 20%.

William Lehman Elementary assesses the needs of the students through regularly scheduled subject areas and grade level planning team meetings. These team meetings provide an excellent forum for all staff members through dialogue and conversations. The staff of William Lehman Elementary understands that success in school

is not only limited to academic gains but also involves the total development of the child. To nurture and support this development we have implemented to foster emotional and social growth. Our guidance counselor conducts schoolwide counseling sessions in the classrooms as well as trains teachers to act as facilitators in the conflict resolution process. In addition, our counselor heads the Powerful Peaceful Person and Courteous Me programs which instill conflict resolution and mediation techniques as well as fostering peace and courtesy in all students. The before and after-school care program services 32% of the student population. This program goes beyond the traditional childcare. The leaders expose children to activities that enrich their school day. To promote positive role models throughout the school, William Lehman has implemented the Big Brother/Big Sister program, a buddy reading and mentoring program. Additionally, the creation of the Drama Factory promotes an end-of-year quality-based expressive arts production, which supports student, teacher and parent involvement, creating a positive culture for the school.

## **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.***

William Lehman Elementary promotes community involvement in several ways. Each year at the beginning of the school year, William Lehman's PTA sponsors a community ice cream social event on the school grounds. Past events have taken the form of monthly seminars, cooperative partnering with the local universities, and teacher provided workshops. This allows the school to keep up with the changing needs of the changing community that surrounds it.

The goals for all stakeholders at William Lehman Elementary School are based on our "high-tech/soft-touch" approach to education. Faculty, staff, parents and students understand our school goals and diligently work together in assuring an acceptable outcome. The School Performance Excellence Plan goals are reviewed on a monthly basis and revised every year by the EESAC committee composed of an administrator, elected staff members, parent representatives, student representatives, and a representative of the business community. Outcomes of this committee's meetings are conveyed to all stakeholders through newsletters, faculty meetings, PTA meetings, Open House night, teacher handbooks, and parent handbooks.

## **2.3 Human Resources**

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

The faculty and staff at William Lehman Elementary are provided with their choice of professional development programs that are provided by the District. Additionally, in-house, region, and district training are provided to the staff at William Lehman. Outstanding contributions to the progress of the school are acknowledged over the public address system and closed-circuit morning announcements as the occasions arise. Additionally, the monthly newsletter highlights notable activities of faculty and staff. At the end of each year, the employees gather for an awards luncheon at which each employee is recognized, in a humorous vein, for their unique contributions to the school.

Results of the School Climate Survey indicate that staff morale is high and that, in general, William Lehman is thought of as a good place to work.

## **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.***

William Lehman Elementary has worked jointly with parents and community partnerships to continue enhancing the already effective methods of instruction while focusing on the goals determined by the Educational Excellence School Advisory Committee.

We have reached out to the business community and have established a positive relationship that has greatly contributed to our school success. Simultaneously, the community has been rewarded with a prize-winning school. Community partnerships include the following: Publix, McDonalds, Burger King, New Hot Wheels Skating Center, Carvel, Lovell Farms, Papa John's Pizza, Waldenbooks, Miami-Dade County Police Department DARE Program, Gang Awareness Program, Toys R Us, Miami-Dade County Fire Department, Ibiley School Uniforms, and Tony Roma's restaurant. Other contributors include Dairy Queen, Home Depot, Kendall Gardens, K-Mart, Block Buster, Tex-Mex Big Cheese and Canto Jays Restaurants.

William Lehman Elementary School enjoys a collaborative relationship with Florida International University (FIU) students from the university provide tutoring and mentoring for William Lehman's at-risk students. William Lehman Elementary teachers provide supervision to interns from FIU. The majority of students leaving William Lehman Elementary after fifth grade will attend Arvida and Glades Middle Schools. The staff from William Lehman works closely with the middle schools on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school. The Boy Scouts and Girl Scouts are active on campus, with William Lehman providing the auditorium for use as a meeting place. William Lehman

maintains a committee to address stakeholder needs such as purchasing procedures and social service agency requirements.

### **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.***

The Florida Department of Education grades William Lehman as an "A" school. Additionally, William Lehman Elementary has been recognized as a Florida State finalist for the Blue Ribbon Award. Furthermore, William Lehman Elementary has been recognized as the only South Florida elementary school to receive the Jiminy Cricket Environmental Challenge, sponsored by Disney World. William Lehman is proud of these aforementioned distinctions.

#### **3.2 Competitors**

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

Numerous elementary schools that service students from the same community are Leewood Elementary, Devon Aire Elementary, and Kendale Elementary. Public school magnets that target students from our community include F.C. Martin Elementary and R.R. Moton Elementary. Several private schools are within or close to the boundaries of William Lehman Elementary School. These include Sunset Preparatory School, The Heritage School, Killian Oaks Academy House of Learning, and St. John Neumann Elementary School. Additionally, there is one charter school such as Spiral Tech Elementary that draws students from the same locations as does William Lehman Elementary. The Florida Department of Education grades William Lehman as an "A" school. The surrounding elementary schools are nearly all "A", "B", and "C" schools, so William Lehman is proud to have met and exceed all of the criteria mandated by the state.

#### **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.***

William Lehman 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. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed.

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

#### **3.4 Dynamics**

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

Enrollment at William Lehman Elementary School has maintained stability within the past six years, averaging 1040 students per year. An increase in population of Limited English Proficient students is due to the recent immigration of the South American population into the Miami/Kendall area. Additionally, the demographics of the neighborhood indicate that the population consists of a working class, middle to upper middle class socioeconomic background.

### **4. CHALLENGES**

#### **4.1 Learning**

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

William Lehman Elementary School has identified several issues concerning challenges in learning. A vast majority of students lack the resources and guidance at home necessary for enhancing the mastery of new skills and to reinforce daily instruction. Upgrading technology is a financial challenge, requiring additional monies and personnel.

#### **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.***

William Lehman Elementary is committed and dedicated administration, faculty and staff are aware of their mission and feel it is their duty to set high expectations. William Lehman Elementary provides students with a challenging instructional program, coupled with state-of-the-art technology, while caring for the "whole" child. The ability of our staff to adapt to changes in our community and their willingness to work together to meet the needs of our student population truly exemplifies the meaning of our High-Tech/Soft-Touch philosophy.

#### **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.*

William Lehman Elementary School has identified several issues concerning challenges in relationships with internal operations and external forces, which include a growing number of immigrant students, and meeting State and National requirements.

#### **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.*

William Lehman Elementary School has identified an issue concerning challenges in process improvement, which indicates a drop of 4% in the number of students receiving a Level 3 or higher during the 2000-2001 test administration.

## **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.*

William Lehman Elementary School has identified an issue concerning improvement in education design and support process improvement, which includes an increase in the number of students scoring at a Level 2 in the FCAT Mathematics test administration of 2001. In order to address this need, William Lehman Elementary will utilize the FCAT enhancement money to continue the FCAT Track Team, which consists of an after-school tutoring model to target students to increase their test scores. Classroom teachers, supporting students in their academic pursuits, mentor this program.

#### **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.*

William Lehman Elementary School has identified an issue concerning improvement in education design and support process improvement, which includes an increase in the number of beginning teachers hired at the school. However, mentoring efforts from the administration and experienced teacher colleagues, in addition to quality-based professional development programs allow the beginning teachers essential insight on the educational delivery process.

#### **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.*

William Lehman Elementary School has identified an issue concerning challenges in improving operational and external forces processes. Due to promotions, there is a high turnover rate of teachers which have resulted in many beginning teachers to be hired. Additionally, the use of new technologies has resulted in the need to upgrade and purchase additional network servers in the maintenance of technology instructional operations.

#### **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.*

William Lehman Elementary School has identified an issue concerning challenges in process improvement. Targeted students will be provided with tutorial opportunities. Data will be collected on students involved in these efforts and will be analyzed to determine the most effective methods.

# 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.	41	50	3	5	0	36	49	7	6	2
2. My child's school is kept clean and in good condition.	60	37	0	2	0	43	47	4	5	1
3. My child's school is overcrowded to the degree that it affects learning.	8	26	28	27	11	14	21	21	32	12
4. My child's school maintains high academic standards.	34	52	13	2	0	30	46	18	5	1
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	29	43	25	4	0	29	44	21	5	2
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	46	44	6	3	2	42	48	6	4	1
7. My child's school serves lunches that are nutritious and taste good.	13	40	27	17	3	21	37	19	14	8
8. My child's school keeps bathrooms clean and in good condition.	24	44	18	12	2	21	36	21	14	8
9. My child's teachers are friendly and easy to talk to.	52	44	1	1	1	57	36	3	2	1
10. My child's teachers make learning interesting and relevant.	47	45	5	3	0	49	42	6	2	1
11. My child's teachers motivate students to learn.	48	43	4	5	1	50	40	6	3	1
12. My child's teachers take an interest in students' educational future.	39	43	13	4	1	47	40	10	3	1
13. My child's teachers are knowledgeable and understand their subject matter.	43	47	7	2	0	46	43	8	2	1
14. My child's teachers assign meaningful homework that helps students learn.	41	46	3	8	1	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.	39	41	8	10	1	49	39	6	5	2
16. My child's school is effectively teaching students the basic academic skills in reading.	42	49	5	3	0	41	50	5	3	1
17. My child's school is effectively teaching students the basic academic skills in mathematics.	43	49	3	4	0	40	52	5	3	1
18. My child's school is effectively teaching students to speak and write correctly in English.	42	46	6	6	0	43	49	5	3	1
19. My child's school is effectively teaching students to investigate problems in science.	31	49	14	6	1	29	47	19	4	1
20. My child's school is effectively teaching students to use computers.	31	50	11	7	0	31	42	16	8	3
21. My child's school is effectively teaching students to think critically and reason out problems.	34	53	11	3	1	30	50	15	4	1
22. My child's school is effectively teaching students to develop good study and work habits.	36	51	8	5	1	37	50	8	4	1
23. My child's school is effectively teaching students to get along with different kinds of people.	41	51	6	2	0	39	49	9	2	1
24. The school and law enforcement authorities work together to keep my child's school free of violence.	52	31	15	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.	52	30	18	0	0	46	36	13	2	2
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	54	30	17	0	0	48	36	11	2	2
27. The principal does an effective job running my child's school.	41	44	11	4	1	46	39	10	3	2
28. The principal is available and easy to talk to.	31	37	22	7	4	38	35	19	5	3
29. The assistant principals are effective administrators.	32	40	26	2	1	35	40	20	3	2
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	35	38	26	2	0	34	37	24	3	2
31. Staff in the principal's office treat me with respect when I contact my child's school.	44	47	4	6	0	48	42	5	3	2
32. School staff respond to my needs and concerns in a reasonable period of time.	38	47	7	6	3	39	46	8	4	2
33. My child is getting a good education at this school.	47	45	7	2	1	48	43	5	3	1
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	53	43	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.	73	27	0	0	0	49	38	4	6	2
2. At my school the school building is kept clean and in good condition.	43	39	8	6	4	32	43	5	15	5
3. At my school personnel work together as a team.	55	39	4	2	0	32	47	7	11	3
4. At my school administrators solve problems effectively.	51	31	14	2	2	36	41	9	10	5
5. At my school I feel that my ideas are listened to and considered.	51	39	6	4	0	34	43	10	8	4
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	47	33	8	12	0	28	39	10	15	8
7. My principal is an effective administrator.	55	35	6	4	0	49	33	8	6	4
8. My principal represents the school in a positive manner.	71	27	0	2	0	56	32	6	4	3
9. My principal demonstrates good interpersonal skills.	61	33	4	2	0	47	31	8	8	5
10. My principal deals with conflict constructively.	55	37	6	0	2	45	32	10	8	5
11. My principal responds in a reasonable time to my concerns.	51	31	12	4	2	50	34	8	5	3
12. My principal treats me with respect.	73	24	4	0	0	59	30	4	4	3
13. My principal is receptive to constructive criticism.	55	29	12	4	0	40	28	19	8	5
14. My principal is supportive of teachers.	69	25	4	2	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.	20	41	6	20	14	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.	6	31	8	45	10	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.	2	24	14	47	14	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	2	2	51	45	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	10	20	42	28	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	10	2	59	29	9	19	7	40	25
21. My ability to do the best possible job at this school is limited by school violence.	0	0	0	33	67	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	0	12	88	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	2	10	88	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.	12	55	12	20	2	9	31	12	33	15
25. I feel satisfied concerning how my career is progressing at this school.	53	29	8	8	2	25	47	13	10	5
26. I have a feeling of job security in my present position.	51	41	0	6	2	34	47	10	6	3
27. I like working at my school.	65	27	6	0	2	48	37	7	5	3
28. Staff morale is high at my school.	43	37	10	6	4	22	37	15	17	9
29. I frequently feel overloaded and overwhelmed while working at my school.	8	22	14	43	14	19	35	10	28	8
30. Annual teacher evaluations are fair and reasonable.	47	41	10	0	2	36	48	11	3	2
31. Annual teacher evaluations are used to improve teacher performance.	33	43	16	4	4	28	45	18	7	3
32. Inservice programs keep me informed of the latest educational strategies.	37	55	4	0	4	35	50	7	5	2
33. I believe children attending my school are receiving a good education.	59	37	2	0	2	41	47	7	4	1
34. The overall climate or atmosphere at my school is positive and helps students learn.	57	35	6	0	2	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

**SA = Strongly Agree**  
**A = Agree**  
**U/U = Undecided/Unknown**

**D = Disagree**  
**SD = Strongly Disagree**

	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.	41	45	8	5	1	40	42	8	6	3
2. My school building is kept clean and in good condition.	31	40	17	8	3	19	37	14	20	10
3. Students in my school usually follow school rules.	11	34	24	25	7	9	27	21	27	16
4. There are too many students in my classroom and that affects how much I learn.	10	23	10	26	31	14	15	10	30	31
5. My teachers require that I work very hard for the grades I get.	70	23	5	1	2	59	28	7	3	2
6. My school has enough books and equipment to help me learn.	45	42	5	6	3	47	35	7	7	4
7. Food served for lunch at my school looks good and tastes good.	9	22	14	17	37	10	18	15	21	35
8. Bathrooms in my school are clean and in good condition.	6	13	11	31	40	8	15	11	27	39
9. My teachers are friendly and easy to talk to.	50	32	13	2	2	49	33	9	5	3
10. My teachers make learning fun and interesting.	62	24	9	4	1	50	34	8	5	3
11. My teachers make me want to learn.	48	35	13	3	1	51	34	9	4	2
12. My teachers know a lot about the subjects they teach.	65	26	8	1	0	62	29	6	2	1
13. My teachers give me meaningful homework that helps me learn.	45	32	12	1	10	49	35	8	4	3
14. My teachers are interested in how I do in the future.	62	24	11	2	1	52	28	13	4	3
15. My teachers let me know how I am doing on my school work.	64	23	8	3	2	52	34	7	4	3
16. Violence is a problem at my school.	11	14	13	18	43	19	16	13	18	35
17. Gangs are a problem at my school.	3	8	3	8	78	11	9	10	18	53
18. Student drug and alcohol use are problems at my school.	8	3	5	3	81	9	4	6	12	68
19. My principal does a good job running the school.	60	26	8	1	4	54	26	9	5	6
20. The assistant principals are available when needed.	33	31	17	14	5	35	33	18	8	6
21. My guidance counselor helps me with school and personal problems.	73	16	8	2	2	43	25	21	5	6
22. Adults at my school care about me as an individual.	37	35	23	4	1	36	34	18	7	5
23. Adults at my school help me when I need it.	41	35	15	8	2	40	38	13	6	4
24. I like coming to my school.	34	30	9	7	20	38	31	12	8	11
25. I am getting a good education at my school.	57	32	6	2	3	54	31	9	3	2
26. The overall climate or feeling at my school is positive and helps me learn.	41	36	17	4	2	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?	B+					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	95.3	96.5	95.8	95.4
Number of Days Abs.				
None	1	0	2	0
0.5-5	21	22	13	17
5.5-10	17	26	29	23
10.5-15	8	5	6	8
15.5-20	4	1	2	3
20+	5	1	2	2

<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	216	237	206	275	% of Students	96.1	96.3	96.2	96.0
Mobility Index	24	19	21	24	Number of Days Abs.				
					None	52	115	144	132
					0.5-5	204	443	452	475
					5.5-10	148	245	236	273
					10.5-15	65	120	132	123
					15.5-20	31	57	64	47
					20+	19	35	35	53

## 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>	27	23	11	43	35	24	73	77	89	57	65	76
<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>	19	12	2	81	88	98
<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>	20	11	12	50	25	29	80	89	88	50	75	71
<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>	C	A	A
<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
Accelerated Reader	K-5	Aug. '96
Academic Skills Software	K-5	Aug. '98
S.T.A.R.	2-5	Sep. '99
Multi-Media Research	1-5	Sep. '99
Big Brother/Big Sister Reading Club	K-5	Aug. '99
Competency-Based Curriculum	K-5	Aug. '95

### Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency-Based Curriculum	K-5	Aug. '95
Writing Across the Curriculum	K-5	Aug. '99
Daily Journal Writing	K-5	Aug. '98

### Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency-Based Curriculum	K-5	Aug. '95
Math Superstars	K-5	Aug. '98
MECC Math Keys	K-5	Aug. '98
Math Bowl	2-5	Aug. '98
TEAM	2-5	Aug. '98

### Other Areas

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Morning News Crew	5	Aug. '95
Computer Club	2-5	Aug. '97

## COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

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

TRAINING	NUMBER TRAINED	DATE
ESOL Testing & Evaluation	1	Aug. 05, '00
ICU Reading Coordinators/Tutors	2	Oct. 03, '00
First Grade "Best Practices" Staff Development	1	Oct. 04, '00
FCAT Training	2	Oct. 06, '00
FCAT Training - LD	2	Oct. 20, '00
Teaching Enrichment Program	1	Oct. 20, '00
Issues/Strategies Early Childhood	1	Oct. 23, '00
Comprehensive Reading	2	Oct. 27, '00
Professional Growth Day	60	Nov. 03, '00
Reading Leaders Workshop	3	Dec. 05, '00
Methods of Teaching ESOL	3	Dec. 16, '00
FCAT Reading Staff Development	19	Jan. 19, '01
Articulation of Exceptional Students	5	Jan. 23, '01
Reading/Language Arts Workshop	11	Jan. 29, '01
Reading Training - LD	1	Apr. 12, '01
FCAT Strategies & Technology	4	Apr. 12, '01
Reading	2	May 08, '01

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

TRAINING	NUMBER TRAINED	DATE
FCAT Writing Prep	10	Jan. 23, '01

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

TRAINING	NUMBER TRAINED	DATE
Florida Association of Science Teachers Conference	4	Oct. 12, '00
SECME Inservice for Elementary School	2	Oct. 25, '00
Professional Growth Day	60	Nov. 03, '00
A Page at a Time	2	Nov. 20, '00
Instructional Improvement Team Meeting	11	Nov. 30, '00
Feeder Pattern Training Program	1	Apr. 17, '01
CRISS Strategies	3	May 14, '01
SMILE Strategies	1	May 15, '01
Elementary Gifted Program - New Teacher Workshop	1	Oct. 27, '00

### Other Professional Development Provided or in Progress

<b>TRAINING</b>	<b>NUMBER TRAINED</b>	<b>DATE</b>
Florida Association of Science Teachers Conference	4	Oct. 12, '00
New Teacher Orientation	3	Aug. 21, '00
Bus Safety Program	2	Sep. 13, '00
Technology Workshop	6	Sep. 20, '00
Region Elementary Counselor Meeting	1	Sep. 28, '00
Teaching Enrichment Activity	3	Oct. 10, '00
Informational Meeting	1	Oct. 11, '00
Teaching Enrichment Staff Development	1	Oct. 26, '00
Elementary Gifted Program - New Teacher Workshop	1	Oct. 27, '00
Current Issues - Strategies and Gifted	1	Oct. 28, '00
FIRN Contact Training	1	Nov. 16, '00
Issues/Strategies Computer Education	1	Nov. 17, '00
Clinical Supervision Education	1	Dec. 06, '00
Nature and Needs of the Gifted	1	Dec. 13, '00
A Page at a Time - Art	1	Jan. 09, '01
Child Abuse Prevention Program	1	Jan. 18, '01
How to Achieve Maximum Success in the Classroom	1	Jan. 25, '01
Kindergarten Staff Development	1	Jan. 30, '01
Support Training for IEP	1	Feb. 06, '01
Alliance and Technology Teacher Work	2	Feb. 24, '01
IEP Workshop	4	Apr. 04, '01
FCAT Strategies	4	Apr. 12, '01
Multicultural Summit	2	Apr. 20, '01
PE May Day Activities	2	Apr. 25, '01
Network Meeting Teachers of Gifted	2	Apr. 25, '01
Functional Assessment of Behavior	2	May 01, '01
Alternative Assessment	1	May 07, '01
Web Design	3	May 17, '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:***

Our EESAC recommends that books for the media center and reading support materials be targeted in the school budget. The EESAC budget will be allocated to both technology matching funds and library media matching funds accounts.

### ***Training:***

Our EESAC representatives reached a consensus and agreed to continue staff development in the areas pertaining to the District's Comprehensive Reading Program, Mathematics, Science and FCAT questioning strategies.

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

Our EESAC recommends the purchase of more books for the media center and reading classes to support the Comprehensive Reading Plan.

### ***Technology:***

Our EESAC recommends the purchase of additional hardware and/or software curricula to support the School Performance Excellence Plan.

### ***Staffing:***

Our EESAC recommends the hiring of paraprofessionals and after-school FCAT tutors.

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

Our EESAC recommends the continuation of the Computer Club and Audio Visual team/Morning News Crew as a school-to-career initiative. This will expose children to technology used in the work place.

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

Our EESAC recommends the development of an after-school homework program.

### ***Benchmarking:***

Our EESAC recommends to continue utilizing standardized and criterion-referenced test results as tools for comparison to neighboring schools as well as targeting students' strengths and weaknesses.

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

Our EESAC supports the following programs that promote school safety and discipline throughout the school: the Powerful and Peaceful Program, DARE, Courteous Me Program, Safety Patrol, Student of the Month, and the Citizenship Award Program.

## MEASURABLE OBJECTIVE

<b>Florida's System of School Improvement and Education Accountability (229.591 F.S.) 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  (X)	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  (X)	Educational Design, Services, and Support  (X)	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instruction using the Competency-Based Curriculum, a minimum of fifty percent of the students in grade two will increase their reading skills performance by two or more points as determined by the FCAT Reading Post-Test administered in May of 2002, compared to their performance in the FCAT Reading Pre-Test administered in September 2001.</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. Expose students to books highlighting people and their careers via media center visits and mentor videos.	*Classroom Teachers Media Specialist	Aug. '01	Jun. '02
2. Continue staff development for the district's Comprehensive Reading Plan to enhance student achievement.	*Principal/Assistant Principal	Aug. '01	Jun. '02
3. Continue utilization of the Reading components of the Competency-Based Curriculum for classroom instruction.	Grade Level Chair Teachers	Aug. '01	Jun. '02
4. Utilize the media center as part of the classroom reading activity centers.	Media Specialist	Aug. '01	Jun. '02
5. Collaborate with the media specialist in the development of reading activities such as Sunshine State Reading, Florida Reading Association, and Children's Book Award programs.	Classroom Teachers	Aug. '01	Jun. '02
6. Infuse technology into reading through the Accelerated Reader and STAR programs.	Classroom Teachers	Aug. '01	Jun. '02
7. Continue a buddy reading system called Big Brother/Big Sister program, pairing students of different grade levels.	Grade Level Chair Teachers	Aug. '01	Jun. '02
8. Continue to support incentive reading programs such as Book It, Accelerated Reader and Lunch Bunch to promote the students' love for reading.	*Classroom Teachers/Media Specialist	Aug. '01	Jun. '02
9. Integrate reading FCAT task cards and questioning strategies throughout the school curriculum.	Classroom Teachers	Aug. '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.)</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  (X)	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  (X)	Educational Design, Services, and Support  (X)	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instruction using the Competency-Based Curriculum, a minimum of thirty-three percent of the students in grades three and four will score at or above a 4, using the FCAT rubric, as evidenced in the May 2002 administration of the FCAT Writing Post-Test, compared to the students' performance on the September 2001 administration of the FCAT Writing Pre-Test.</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. Establish a school literary magazine patterned after the workings of a real-life publication.	*Principal/Classroom Teachers	Oct. '01	Jun. '02
2. Continue staff development in the writing aspect of the district's Comprehensive Reading Program to enhance student achievement.	Principal	Aug. '01	May '02
3. Continue utilization of writing competencies of the Competency- Based Curriculum for classroom instruction.	Language Arts Teachers	Aug. '01	Jun. '02
4. Infuse technology into the writing program through various word processing applications and Internet projects.	Language Arts Teachers	Aug. '01	Jun. '02
5. Provide daily journal writing time during the Language Arts block.	Language Arts Teachers	Aug. '01	Jun. '02
6. Have students respond to a variety of writing topics on a regular basis.	Language Arts Teachers	Aug. '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.)</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  (X)	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  (X)	Educational Design, Services, and Support  (X)	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instruction using the Competency-Based Curriculum, a minimum of fifty percent of the students in grades four and five will increase their mathematics skills performance by two or more points as determined by the FCAT Mathematics Post-Test administered in May of 2002, compared to their performance on the FCAT Mathematics Pre-Test administered in September 2001.</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. Continue to utilize business management and economic skills while operating a school store.	Media Specialist	Sep. '01	Jun. '02
2. Continue to provide staff development in the area of mathematics through district-wide programs and workshops to enhance student achievement.	Principal	Sep. '01	Jun. '02
3. Continue utilization of the Math components of the Competency-Based Curriculum for classroom instruction.	Classroom Teachers	Aug. '01	Jun. '02
4. Continue a diversified mathematics program that infuses a variety of instructional techniques using current technology.	Classroom Teachers	Aug. '01	Jun. '02
5. Sponsor school-wide motivational programs that increase the students' mathematics computation and application skills (i.e. televised mathematics problem-of-the-day, Mathematics Superstars, Family Math Night, Math Bowl).	*Principal/Mathematics Teachers	Aug. '01	Jun. '02
6. Promote writing in the mathematics curriculum through weekly journals, media center research, word problems, and various computer applications.	*Mathematics Teachers/Media Specialist	Aug. '01	Jun. '02
7. Continue to infuse TEAM and higher-level questioning strategies into the mathematics curriculum.	Mathematics Teachers	Aug. '01	Jun. '02
8. Promote collaborative small group learning mathematics activity centers with the use of hands-on activities.	Mathematics Teachers	Aug. '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  (X)	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  (X)	Educational Design, Services, and Support  (X)	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instruction using the Competency-Based Curriculum, each class in grades Kindergarten through third will enter a collaborative science project at the William Lehman Elementary School science fair as evidenced by the Science Fair Project Assessment Form. Eighty percent of students in grades four and five will enter individual projects. Fifty percent of students will score 15 or higher on the Science Fair Project Assessment Form in the 2001-2002 school year.</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. Expose all students to Science-related careers through instruction based on the science curriculum and hands-on activities related to the scientific investigative process.	Classroom Teachers	Aug. '01	Jun. '02
2. Continue utilization of the science components of the Competency-Based Curriculum for classroom instruction.	Classroom Teachers	Aug. '01	Jun. '02
3. Have students demonstrate an understanding of the science competencies through the utilization of hands-on materials.	Classroom Teachers	Aug. '01	Jun. '02
4. Provide science material, technology hardware and software to support the Competency-Based Curriculum competencies.	Classroom Teachers	Aug. '01	Jun. '02
5. Provide opportunities for hands-on experiments in the science lab to offer concrete reinforcements of the scientific method.	Science Teachers	Aug. '01	Jun. '02
6. Maintain students' Internet access for science-related research purposes.	Classroom Teachers	Aug. '01	Jun. '02
7. Continue the use of small-group collaborative study to enable students to demonstrate an understanding of the scientific method.	Classroom Teachers	Aug. '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  (X)	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  (X)	Educational Design, Services, and Support  (X)	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instructional opportunities and resources, students in grades two through five will demonstrate technology participation as documented by classroom observation logs.</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. Expose students to technologies used in the workforce.	Classroom Teachers	Aug. '01	Jun. '02
2. Utilize Accelerated Reader, STAR, and other reading software applications to be used during student visitation to classroom learning centers.	Language Arts Teachers	Aug. '01	Jun. '02
3. Incorporate technology into the writing process at all grade levels.	Language Arts Teachers	Aug. '01	Jun. '02
4. Introduce, explore, and reinforce Mathematics computation and application skills through the use of a variety of technologies and computer applications.	Mathematics Teachers	Aug. '01	Jun. '02
5. Continue to utilize emerging technologies within the scientific method (i.e. Windows on Science video disk lessons, on-screen microscopes, internet tools, GPS, GLOBE).	Science Teachers	Aug. '01	Jun. '02
6. Continue to use the media center as the technological hub of the school's resources.	Media Specialist	Aug. '01	Jun. '02
7. Utilize computer software to foster positive keyboarding skills throughout the student body.	Classroom Teachers	Aug. '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.

## WAIVERS

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

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

**LOC. #:** 2891

**SCHOOL NAME:** William Lehman 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.