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School Number and Name: 4401 Kelsey L. Pharr Elementary School

School Performance Excellence Plan

Principal *John Williams* Telephone #: (305) 633-0429

High School Feeder Pattern: *Miami Jackson Senior*

Region: *IV* Board District #: *2*

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

Kelsey L. Pharr Elementary School

Kelsey L. Pharr Elementary is a Pre-Kindergarten through fifth grade school comprised of approximately 500 students. The school is located in the Allapattah area of Miami-Dade County. Over ninety-four percent of the school's students are eligible for free or reduced lunch.

Given instruction in the Comprehensive Reading Plan, students in grade four will increase their reading comprehension skills as evidenced by a minimum of 60 percent of students scoring at or above FCAT level 2 on the FCAT Reading test administered in 2002.

Given instruction in Writing Across the Curriculum, students in grade four will increase their writing skills as demonstrated by a 10 percent increase in pre- and post-test scores on a site-authorized assessment administered in the fall of 2001 and the spring of 2002 as documented in teacher logs.

Given instruction in the Competency-Based Curriculum, students in grade five will demonstrate an increase in mathematics applications skills as demonstrated by a 10 percent increase in scores on a site-authorized pre- and post-test administered in the fall of 2001 and the spring of 2002 as documented in teachers logs.

Because we believe that all students can learn, participation in our school improvement reading initiative, academic competitions, mathematics and chess programs, reading tutorial programs, and structured writing program is encouraged for all students. The above objectives and the concomitant strategies will support our mission to address the educational and social needs of each child.

VISION

We envision Kelsey L. Pharr Elementary as a school that is committed to enhancing our students' future by providing them with the necessary tools to meet and conquer the challenges of the 21st Century. Working with our parents and Dade Partners, we will provide a solid foundation in the basics while challenging students to develop their higher-order thinking skills.

MISSION STATEMENT

At Kelsey L. Pharr Elementary, we believe that all students are capable of learning. We are committed to addressing the educational and social needs of each child. It is our mission to integrate state of the art technology and other multimedia instructional programs with the existing curriculum to prepare our students for the "Information Age."

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

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

Kelsey L. Pharr Elementary is a Controlled Choice/Title I school that allows parents the opportunity to select a school based on the curricula offerings among the three grouped schools. It provides basic educational services based on the Competency Based Curriculum/Sunshine State Standards (CBC/SSS) to students in grades Pre-K through five. "Getting a Grip on the Basics through Technology and Tutoring" is the focus of our school. We offer a full range of reading, writing, arithmetic and science curriculum that addresses the needs of our standard curriculum students, the Limited English Proficient (LEP) students, and the exceptional education students. Instruction is administered through the Miami-Dade County Comprehensive Reading Plan, Bridges to Career, and USI Mathematics and Science.

1.2 Culture

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

Kelsey L. Pharr Elementary, a Controlled Choice school, enriches the community by providing preferential school choice while maintaining the ratio/ethnic diversity and balance of our community. An essential ingredient of Kelsey L. Pharr Elementary is the Family Information Center (FIC) as well as a Community Involvement Specialist. Our center provides information and offers support services to students, parents, and the community at large.

1.3 Human Resources

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

The faculty is highly qualified with an average of 15 years of teaching experience in Florida, with over 31% having either a master or specialist degree. The staff is approximately 46% Hispanic, 26% Black and 28% Anglo. Instructional staff attendance is above the 95% level.

Kelsey L. Pharr Elementary employs fifty-five (55) full time employees and eight (8) part-time employees. Of this group, two are administrators, nineteen (19) are classroom teachers, nine (9) are special area teachers, one is an exceptional education teacher, one is an ESOL teacher, one is a guidance counselor, one is a computer laboratory specialist, a micro-computer technologist, one is a reading leader, another is a math specialist, one is a media specialist, fourteen are office personnel, five are cafeteria workers, and four are custodial service workers. Of the teaching staff, less than three percent are teachers new to this school, with the average length of time teaching in Florida at 15 years. Fifteen have advanced degrees.

1.4 Building Resources

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

Kelsey L. Pharr is located on 9.6 acres in Miami-Dade County at 2000 N.W. 46th street. The school consists of one thirty-six (36) classroom building augmented with a portable, pre-kindergarten building, a new freestanding music annex, and physical education shelter.

Kelsey L. Pharr is presently undergoing major construction, which includes the installation of an elevator to comply with American Disability Act (ADA), other renovations to our main building and the addition of a music building and a physical education shelter.

This thirty-four (34) year old school has been retro-wired to provide Internet access to 100% of the classrooms.

1.5 Constraints

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

Our 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 is not 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.

Kelsey L. Pharr Elementary School serves 496 students from the surrounding neighborhood, including standard curriculum students (40.5 percent), ESE students (9.38 percent), ESOL students (50.5 percent), and economically disadvantaged students (94.2 percent). The ethnic/racial makeup of the student population is 44.3 percent African-American, 54.6 percent Hispanic, 0.6 percent Anglo and 0.4 percent other. The mobility rate of the school is 47 percent.

Because of the relatively low-income level of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in life. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through tutorial programs and a computer remediation program. Many of these students require extensive redirection of unproductive behaviors, which is the responsibility of the members of the Child Study Team.

Our students are also involved in several extra curricular programs such as Future Educators of America, Academic Excellence, Chess Club, cheerleading, dance team and drumming, which aid their future social and academic development.

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.

Kelsey L. Pharr Elementary School offers various services to bridge the gap between school and community. A major component of our partnership is our Community Involvement Specialist (CIS). The CIS provides information and other support services to the parents. The CIS bridges the communication gap between the teacher and the parent, which increases student achievement. The P.T.A. assists in promoting an awareness of school and parenting activities. Additionally, the school's P.T.A. raises funds to support programs that nurture the educational setting. To further assist our parents, the Y.M.C.A. provides after school care.

2.3 Human Resources

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

The Union and the School Board negotiate the benefits package enjoyed by employees of Miami-Dade County Public Schools. This package includes a comprehensive health component as well as medical insurance and other selected benefits.

The faculty and staff at Kelsey L. Pharr are offered their choice of professional development programs that are provided by the school, region and/or district. Additionally, the option exists to petition the Educational Excellence School Advisory Council (EESAC) for funds to attend fee-paid trainings, conferences, and workshops that are in alignment with the goals of the school.

Outstanding contributions to the progress of the school are acknowledged over the public address system. Additionally, the monthly calendar highlights notable activities of faculty and staff. At the end of each year, the employees gather for an awards reception at which employees are recognized for their contributions.

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.

Kelsey L. Pharr Elementary School enjoys a collaborative relationship with the Miami Mental Health Department (All Aboard Tutoring Program). Individuals from the community provide tutoring and mentoring for Kelsey L. Pharr's at-risk students and, at the same time our students provide them with countless hours of love. Almost all students leaving Kelsey L. Pharr after fifth grade will attend Allapattah Middle School. The staff from Kelsey L. Pharr works closely with Allapattah Middle on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school.

Kelsey is pleased to be part of a close relationship with Publix Supermarket, Domino's Pizza, and Entenmanns, Inc. These organizations enable us to reward student achievement with gift certificates and incentives. Kelsey's staff and students organize food drives to further assist the surrounding community. In an effort to involve our students in serving the community they participate in the 5000 Role Model Program, Student Council, and the United Way Campaign.

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 Kelsey L. Pharr Elementary School has stabilized since we became a Controlled Choice School. The school is funded as a small school (500 or less students). The Florida Department of Education grades Kelsey Pharr as a "D" school. In 1999 we were bestowed the distinction of the State Silver Award for our outstanding progress in the Florida Writes! and FCAT-Math.

3.2 Competitors

This item explores the alternate schools available to students.

Several Controlled Choice Public Schools are within close boundaries of Kelsey L. Pharr Elementary School; these include Comstock Elementary, Maya Angelou Elementary, Allapattah Elementary, Santa Clara Elementary and Eneida Hartner Elementary. Each of these schools has identified an area of studies from which parents indicate preference. Additionally, there is one nearby public charter school, Liberty City Charter School that recruits students from our boundaries.

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.

Kelsey L. Pharr 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. Innovations are encouraged and new ideas are given every opportunity to succeed.

Kelsey L. Pharr 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 ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs.

Offering support to the parents and students of Kelsey L. Pharr Elementary School beyond the three "R's" is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. Parents are in need of basic literacy skills, computer skills, parenting skills, and access to social services and governmental resources. In order to provide for these needs, Kelsey Pharr has instituted an extended school day Academic Excellence Program where students are challenged to become better students. We also provide medical and mental health programs for our students and parents. A summer school program for the students identified as working below grade level is offered every year.

3.4 Dynamics

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

Kelsey L. Pharr Elementary School has maintained its enrollment over the past five years. This is due in part to the Controlled Choice School (Controlled Open Enrollment). Kelsey's academic focus on Technology strengthens parents' preference for us during school choice registration. Additionally, the renovations done to our building will further strengthen parental preferences for Kelsey L. Pharr.

4. CHALLENGES

4.1 Learning

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

Kelsey L. Pharr Elementary School has identified several issues concerning challenges in learning. Students are highly mobile and we face a high absenteeism rate. Many students face the lack of parental involvement and/or educational limitations. Only 2% of the students have access to e-communications at home. The School Climate Teacher Survey indicates a concern about the inability of students to supplement the skills taught at school with the life experiences needed to reinforce the learning. Home visits via our Community Involvement Specialist (CIS) indicate a lack of educational awareness. The majority of the families are dependent upon services of the government and the community for assistance in providing the basic needs of the students.

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.

Kelsey L. Pharr Elementary has identified several challenges in relationships with faculty. Among these are:

- Result of the School Climate Survey indicates concern about safety in and around the school.
- There is difficulty in recruiting teachers to work in this area.
- Analysis of the PACES evaluation indicates that teachers need to increase their proficiency in providing students

with skills to enable thinking.

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.

Kelsey L. Pharr School has identified several issues concerning challenges in relationships with external operation and external forces. Among these are:

- High absenteeism and tardiness by the students,
- The turnaround time in our communications with parents and the community,
- The time spent at the beginning of the year in district workshops,
- Increased influx of immigrants, and
- The high mobility rate of our students.

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.

Kelsey L. Pharr Elementary has identified several issues concerning challenges in academic process improvement. Among these are:

- Student scores on the FCAT reading test indicate that 75 percent of students are scoring at FCAT achievement Level 1.
- A small percentage of the teachers are still working in isolation after being provided with common planning time.
- The parents are not actively participating in their children's education.
- The students' high mobility rate is constantly changing the target group.
- Our ESOL population adds to our struggle due to the language barrier of the parents.

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.

Kelsey L. Pharr Elementary School has identified several issues concerning improvement in education design and support process improvement. Among these are:

- Kelsey L. Pharr students are highly mobile; frequently have a high absenteeism rate and excessive tardiness.
- In order to address this need, Kelsey L. Pharr has developed an attendance and tardy policy. Students that improve their attendance are rewarded weekly, monthly, and every 9 weeks through various incentive programs.
- Many students seem reluctant to spend the time outside of the school that is needed to master new skills and to retain competence in skills already instructed.
- In order to address this need, Kelsey Pharr offers Academic Excellence Program (AEP) after school. The "All Aboard Tutoring Program" is designed to tutor as well as mentor our students in their academic and socio-emotional needs.
- The Student Attitudinal Survey indicates a lack of connection between the activities of the students at school and the skills necessary to secure a career.
- In order to address this need, we are implementing the KAPOW program during the 2001-02 school year.

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.

Kelsey L. Pharr has identified several issues concerning improvement in the Education Delivery Process. Among these are:

- The result of the School Climate Survey that indicate concern for safety.
- In order to address this need, we will survey staff regarding their safety concerns for our students. The Safety committee will collect data and analyze it to formulate a plan.
- Analysis of the PACES evaluation indicates that teachers need to increase their proficiency in providing students with skills to promote critical thinking.
- In order to address this need, Kelsey L. Pharr has contacted additional services to train teachers in critical thinking skills. These trainings will be conducted during our professional development days as well as during common planning time.

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.

Kelsey L. Pharr has identified several issues concerning challenges in relationships with internal operation and external forces. Among these are:

- The high absenteeism and tardiness of the students.
- In order to address this need, we have formed an Attendance committee that has developed an attendance and tardy policy. This plan will be discussed with the parents at the Title I yearly meeting as well as disseminated in writing. To encourage student attendance an incentive program will be implemented throughout the 2001-02 school year.
- Another issue is the turnaround time in communicating with parents and the community.
- In order to address this need, the Technology committee will present a plan to increase the use of e-communications between school and home.
- Yet another issue is the high mobility rate of our students.
- In order to address this, Kelsey L. Pharr will increase efforts to advertise and create awareness of the school and its academic and extracurricular programs.

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.

Kelsey L. Pharr has identified several issues concerning challenges in process improvement. Among these are:
-student scores on the FCAT reading test indicating that 75 percent of students are scoring at FCAT Achievement Level 1.

·In order to address this need, we will partner with the Region and District to provide training to selected teachers in using successful remedial strategies. The Special Area teachers will receive training in cross-curricular pedagogy that supports reading instruction in all subject areas.

·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 method(s); these will be implemented on a larger scale.

·A small percentage of teachers are still working in isolation after being provided with common planning time.

·In order to address this, the administration will become more active participants in the grade level meetings. Also, a lead teacher will be designated to help coordinate the daily routine of the grade level.

·Additionally, monthly sharing sessions on topics of concerns to the faculty, and the Kelsey Pharr News, a quarterly newsletter produced by the staff and designed to keep all informed will be initiated to increase intrastaff communications and interactions.

·Parents are not actively involved in their children's education.

·In order to address this obstacle, a Kelsey L. Pharr Parent Calendar/News will be instituted. Parents will be kept abreast of all activities, modifications, and challenges involving Kelsey L. Pharr Elementary School.

·Also a number of workshops and academic opportunities will be developed to actively involve parents.

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.	28	55	4	9	4	36	49	7	6	2
2. My child's school is kept clean and in good condition.	39	43	4	11	3	43	47	4	5	1
3. My child's school is overcrowded to the degree that it affects learning.	15	24	27	27	8	14	21	21	32	12
4. My child's school maintains high academic standards.	26	50	12	11	1	30	46	18	5	1
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	30	51	8	8	3	29	44	21	5	2
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	44	41	7	8	0	42	48	6	4	1
7. My child's school serves lunches that are nutritious and taste good.	38	36	5	15	5	21	37	19	14	8
8. My child's school keeps bathrooms clean and in good condition.	26	32	16	12	14	21	36	21	14	8
9. My child's teachers are friendly and easy to talk to.	64	29	4	1	1	57	36	3	2	1
10. My child's teachers make learning interesting and relevant.	55	39	4	3	0	49	42	6	2	1
11. My child's teachers motivate students to learn.	56	35	4	4	1	50	40	6	3	1
12. My child's teachers take an interest in students' educational future.	55	33	7	5	0	47	40	10	3	1
13. My child's teachers are knowledgeable and understand their subject matter.	44	45	10	1	0	46	43	8	2	1
14. My child's teachers assign meaningful homework that helps students learn.	53	41	0	7	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.	55	35	4	4	1	49	39	6	5	2
16. My child's school is effectively teaching students the basic academic skills in reading.	40	51	4	3	1	41	50	5	3	1
17. My child's school is effectively teaching students the basic academic skills in mathematics.	37	53	7	1	1	40	52	5	3	1
18. My child's school is effectively teaching students to speak and write correctly in English.	38	51	5	3	3	43	49	5	3	1
19. My child's school is effectively teaching students to investigate problems in science.	24	46	18	11	1	29	47	19	4	1
20. My child's school is effectively teaching students to use computers.	46	47	4	0	3	31	42	16	8	3
21. My child's school is effectively teaching students to think critically and reason out problems.	34	46	14	5	1	30	50	15	4	1
22. My child's school is effectively teaching students to develop good study and work habits.	42	47	4	5	1	37	50	8	4	1
23. My child's school is effectively teaching students to get along with different kinds of people.	47	47	4	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.	45	29	11	9	5	46	38	10	3	3
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	43	31	14	5	7	46	36	13	2	2
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	44	31	12	6	7	48	36	11	2	2
27. The principal does an effective job running my child's school.	43	41	8	4	4	46	39	10	3	2
28. The principal is available and easy to talk to.	36	38	15	8	3	38	35	19	5	3
29. The assistant principals are effective administrators.	37	38	15	5	4	35	40	20	3	2
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	35	38	21	3	4	34	37	24	3	2
31. Staff in the principal's office treat me with respect when I contact my child's school.	40	45	5	4	5	48	42	5	3	2
32. School staff respond to my needs and concerns in a reasonable period of time.	38	47	8	3	4	39	46	8	4	2
33. My child is getting a good education at this school.	53	36	4	5	1	48	43	5	3	1
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	45	38	8	8	1	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.	17	47	17	13	7	49	38	4	6	2
2. At my school the school building is kept clean and in good condition.	7	7	0	33	53	32	43	5	15	5
3. At my school personnel work together as a team.	18	43	21	11	7	32	47	7	11	3
4. At my school administrators solve problems effectively.	20	57	13	10	0	36	41	9	10	5
5. At my school I feel that my ideas are listened to and considered.	23	43	20	7	7	34	43	10	8	4
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	20	50	17	7	7	28	39	10	15	8
7. My principal is an effective administrator.	50	33	10	7	0	49	33	8	6	4
8. My principal represents the school in a positive manner.	60	33	7	0	0	56	32	6	4	3
9. My principal demonstrates good interpersonal skills.	57	30	7	7	0	47	31	8	8	5
10. My principal deals with conflict constructively.	53	30	7	10	0	45	32	10	8	5
11. My principal responds in a reasonable time to my concerns.	55	31	7	7	0	50	34	8	5	3
12. My principal treats me with respect.	63	30	7	0	0	59	30	4	4	3
13. My principal is receptive to constructive criticism.	50	37	3	7	3	40	28	19	8	5
14. My principal is supportive of teachers.	60	27	13	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.	37	37	10	13	3	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.	40	37	10	10	3	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.	53	30	10	3	3	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.	7	13	3	43	33	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.	10	24	41	14	10	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.).	10	27	7	43	13	9	19	7	40	25
21. My ability to do the best possible job at this school is limited by school violence.	7	7	20	50	17	2	6	7	38	47
22. My ability to do the best possible job at this school is limited by student gang activity.	0	4	11	54	32	1	1	8	30	60
23. My ability to do the best possible job at this school is limited by student substance abuse.	0	4	14	39	43	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.	11	18	11	39	21	9	31	12	33	15
25. I feel satisfied concerning how my career is progressing at this school.	21	45	14	14	7	25	47	13	10	5
26. I have a feeling of job security in my present position.	28	45	10	14	3	34	47	10	6	3
27. I like working at my school.	34	52	10	3	0	48	37	7	5	3
28. Staff morale is high at my school.	17	33	30	10	10	22	37	15	17	9
29. I frequently feel overloaded and overwhelmed while working at my school.	21	41	7	24	7	19	35	10	28	8
30. Annual teacher evaluations are fair and reasonable.	40	43	13	3	0	36	48	11	3	2
31. Annual teacher evaluations are used to improve teacher performance.	31	41	24	3	0	28	45	18	7	3
32. Inservice programs keep me informed of the latest educational strategies.	29	54	11	7	0	35	50	7	5	2
33. I believe children attending my school are receiving a good education.	28	62	7	3	0	41	47	7	4	1
34. The overall climate or atmosphere at my school is positive and helps students learn.	21	55	17	7	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?	C+					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.	40	29	12	14	5	40	42	8	6	3
2. My school building is kept clean and in good condition.	8	29	7	12	44	19	37	14	20	10
3. Students in my school usually follow school rules.	10	55	7	19	9	9	27	21	27	16
4. There are too many students in my classroom and that affects how much I learn.	36	12	3	29	20	14	15	10	30	31
5. My teachers require that I work very hard for the grades I get.	70	20	0	9	2	59	28	7	3	2
6. My school has enough books and equipment to help me learn.	63	21	7	4	5	47	35	7	7	4
7. Food served for lunch at my school looks good and tastes good.	5	29	4	13	50	10	18	15	21	35
8. Bathrooms in my school are clean and in good condition.	7	9	19	26	40	8	15	11	27	39
9. My teachers are friendly and easy to talk to.	45	34	3	10	7	49	33	9	5	3
10. My teachers make learning fun and interesting.	59	24	14	2	2	50	34	8	5	3
11. My teachers make me want to learn.	70	25	4	0	2	51	34	9	4	2
12. My teachers know a lot about the subjects they teach.	62	31	5	2	0	62	29	6	2	1
13. My teachers give me meaningful homework that helps me learn.	64	28	5	2	2	49	35	8	4	3
14. My teachers are interested in how I do in the future.	59	33	5	0	3	52	28	13	4	3
15. My teachers let me know how I am doing on my school work.	71	22	2	0	5	52	34	7	4	3
16. Violence is a problem at my school.	18	18	7	25	31	19	16	13	18	35
17. Gangs are a problem at my school.	20	35	4	11	30	11	9	10	18	53
18. Student drug and alcohol use are problems at my school.	9	4	5	4	78	9	4	6	12	68
19. My principal does a good job running the school.	67	24	2	2	5	54	26	9	5	6
20. The assistant principals are available when needed.	62	18	7	9	4	35	33	18	8	6
21. My guidance counselor helps me with school and personal problems.	67	19	6	2	7	43	25	21	5	6
22. Adults at my school care about me as an individual.	34	38	11	6	11	36	34	18	7	5
23. Adults at my school help me when I need it.	62	17	6	4	11	40	38	13	6	4
24. I like coming to my school.	59	22	6	0	13	38	31	12	8	11
25. I am getting a good education at my school.	72	22	2	4	0	54	31	9	3	2
26. The overall climate or feeling at my school is positive and helps me learn.	68	17	11	4	0	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

Staff Characteristics				
Attendance	1996-1997	1997-1998	1998-1999	1998-1999
% of Instructional Staff	95.3	96.1	96.3	94.6
Number of Days Abs.				
None	4	0	0	2
0.5-5	13	13	16	10
5.5-10	15	17	10	10
10.5-15	8	1	11	10
15.5-20	3	4	0	2
20+	2	0	0	2

Student Characteristics									
Mobility/Stability	1996-1997	1997-1998	1998-1999	1999-2000	Attendance	1996-1997	1997-1998	1998-1999	1999-2000
New to M-DCPS	123	149	128	119	% of Students	91.8	92.8	93.7	93.6
Mobility Index	57	59	51	47	Number of Days Abs.				
					None	14	32	26	36
					0.5-5	67	150	179	149
					5.5-10	68	137	140	134
					10.5-15	45	98	84	86
					15.5-20	52	52	53	70
					20+	53	95	68	70

COMPREHENSIVE NEEDS ASSESSMENT DATA FOR ACCOUNTABILITY

G r a d e	FCAT Reading											
	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
4	67	58	55	84	67	75	33	42	45	16	33	25
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Writing					
	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
4	49	15	14	51	85	86
8	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Mathematics											
	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
5	60	50	38	92	77	60	40	50	62	8	23	40
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

COMPREHENSIVE NEEDS ASSESSMENT MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Comprehensive Reading Program	Kindergarten through fifth grade	Aug. '01
Accelerated Reader	Second through fifth grade	Sep. '01
All Aboard Tutoring	Kindergarten and First grade	Oct. '01
B. E. A. R.	Kindergarten and First grade	Aug. '01
Benchmark Assessment	Kindergarten through Fifth grade	Sep. '01
BELL Project	Pre-kindergarten	Aug. '01
Best Practices in Reading	Kindergarten through Fifth grade	Apr. '00
Blast Off	Kindergarten through Fifth grade	Aug. '01

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Bi- Weekly Writing Prompt	Kindergarten through Fifth grade	Sep. '01
Blast -Off	Second through Fifth grade	Sep. '01
Competency-Based Curriculum	Kindergarten through Fifth grade	Sep. '01
CRISS Strategies	Second through Fifth grade	Sep. '01
Florida Writes! CD-ROM Program	Third through Fifth grade	Apr. '00

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Aim High	Second through Fifth grade	Oct. '01
Blast Off	Second Fifth grade	Sep. '01
After School Chess Club	First through Fifth grade	Oct. '01
Bridges to Careers Math Initiative	Pre-Kindergarten through Fifth grade	Aug. '01
Everyday Counts	Kindergarten through Fifth grade	Aug. '01
Block Scheduling	Kindergarten through Fifth grade	Aug. '01
CCC	First through Fifth grade	Sep. '01

Competency-Based Curriculum	Kindergarten through Fifth grade	Aug. '01
District Mathematics Initiative/Science	Kindergarten through Fifth grade	Aug. '01
Parent Workshops	Kindergarten through Fifth grade	Oct. '01
Eisenhower Title II USI Math and Science	Kindergarten through Fifth grade	Sep. '01

COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Comprehensive Reading Plan	20	Jul. 10, '01
Comprehensive Reading Plan (Guided Reading)	7	Aug. 31, '01
Comprehensive Reading Plan (Overview)	9	Sep. 05, '01
B.E.A.R.	6	May 15, '01
CRISS Training	3	Nov. 15, '00
CRISS Training	5	Oct. 09, '01
CRISS Training	5	Nov. 06, '01
CRISS Training	5	Nov. 15, '01
Developmental Reading Assessment	1	Sep. 25, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Writing	13	Nov. 08, '00
FCAT Writing for 3rd through 5th grade	13	Dec. 06, '00
Project CRISS	3	Nov. 15, '00
Primary FCAT Writing	3	May 15, '00
Writing Across the Curriculum	4	Apr. 25, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
USI Mathematics	12	Dec. 09, '00
USI Mathematics	12	Feb. 04, '01
Project CRISS	5	Mar. 14, '01
Science and Math Integrated with Literacy Experiences	5	Nov. 20, '01
Bridges To Career	6	Dec. 06, '01
CCC Success Maker Training	3	Oct. 10, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
KAPOW	3	Sep. 25, '01
Infusion of Critical Thinking Skills for Special Area Teachers	8	Nov. 09, '01
DATA	3	Sep. 24, '01
DATA	3	Sep. 25, '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:

The school's budget/requisition controls were reviewed with the EESAC; the principal also reviewed the Financial Report 05-08. The EESAC discussed and shared recommendations on the utilization of funds. The school's Title I budget was also reviewed with the EESAC.

Training:

The EESAC is supportive of all on-going inservices provided for teachers and staff. Presently teachers are receiving intensive training and support for the Comprehensive Reading Plan.

Instructional Materials:

Instructional materials are reviewed by administration, teachers and EESAC. Purchasing of instructional material is recommended by this team.

Technology:

The EESAC supports the school's total technology program, including Success Maker and Accelerated Reader, while providing input in the technology decision making process.

Staffing:

The hiring of new staff is recommended by the interview committee based on our school's needs. The additional staff hired is utilized to reduce student-teacher ratio, enabling greater attention to be afforded to students.

Student Support Services:

The EESAC supports student services by ensuring the academic and socio-emotional needs are met. Several support services are instituted, such as Child Study Team, Peer Mediation, and Parent Conferences.

Other Matters of Resource Allocation:

The EESAC provides financial support to enhance the total school. It has purchased items such as tape players, books and equipment, and provided money for matching funds. The school's P.T.A. also provides donations to support school activities.

Benchmarking:

In response to our needs survey and interest inventory, the EESAC provided training for staff to support implementation of the Competency-Based Curriculum/Sunshine State Standards and technology in the classroom. We compared our school to the other two schools in our Controlled Choice group in an effort to determine where improvements were needed. We decided to place increased emphasis on improving higher order thinking skills.

School Safety and Discipline:

The EESAC supports student services in various ways. Programs such as Peer Mediation, DARE, Safety Patrols, and Do the Right Thing are encouraged in order to maintain the safety and discipline of our students and teachers.

COMPREHENSIVE NEEDS ASSESSMENT

TITLE I ASSESSMENT ISSUES

Parental Involvement

Parent participation at Kelsey L. Pharr is deficient. In an effort to rectify this deficiency, we utilize our Community Involvement Specialist and our Family Information Center. These components assist us in improving parent visibility.

Family Literacy

Literary learning materials are provided through the Family Information Center. These materials offer parenting and family skills.

School Climate

Parents indicated in our School Climate Survey that they feel their children are safe, receive a good education, and the overall climate of our school is conducive to learning.

Health Services

Several organizations such as, Miami Children's Mental Rehabilitation, the Miami Children Health Van On Wheels, and Children and Family Services provide health services. The availability of these services is limited to twice a month.

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 (X)	School Safety ()	Teachers and Staff (X)	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 ()		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership (X)	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)	
MEASURABLE IMPROVEMENT OBJECTIVE Given instruction in the Comprehensive Reading Plan, students in grade four will increase their reading comprehension skills as evidenced by a minimum of 60 percent of students scoring at or above FCAT level 2 on the FCAT Reading test administered in 2002.							

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. Implement Career Day/Truck day as part of our School-To- Career initiative.	Counselor	Sep. '01	May '02
2. Implement Kids and the Power of Work (KAPOW) as part of our Career-To-Work initiative.	Counselor	Sep. '01	May '02
3. Implement the Comprehensive Reading Program (CRP) to improve students' reading skills and remediate students' deficiencies.	Principal	Sep. '01	Jun. '02
4. Provide reading workshops for parents to assist their children with reading activities.	Assistant Principal	Oct. '01	May '02
5. Provide staff development inservice in reading.	Assistant Principal	Sep. '01	May '02
6. Implement Student, Parent/Guardian School Compact/Agreement to promote parent involvement.	Community Involvement Specialist	Oct. '01	May '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 (X)	School Safety ()	Teachers and Staff (X)	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 ()		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership (X)	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>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction in Writing Across the Curriculum, students in grade four will increase their writing skills as demonstrated by a 10 percent increase in pre- and post-test scores on a site-authorized assessment administered in the fall of 2001 and the spring of 2002 as documented in teacher logs.</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. Utilize career-related writing prompts as part of our Career-To-Work initiative.	Assistant principal	Oct. '01	May '02
2. Provide staff development workshop(s) on the writing process.	Assistant Principal	Sep. '01	May '02
3. Involve students in daily journal writing and academic writing competitions.	Assistant Principal	Sep. '01	Jun. '02
4. Utilize computer software programs to practice and reinforce student writing skills.	Technology Specialist	Sep. '01	May '02
5. Provide writing workshops to train parents in assisting their children with writing activities.	Assistant Principal	Sep. '01	May '02
6. Implement Student, Parent/Guardian School Compact/Agreement to promote parent involvement.	Community Involvement Specialist	Sep. '01	May '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 (X)	School Safety ()	Teachers and Staff (X)	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 ()		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership (X)	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>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction in the Competency-Based Curriculum, students in grade five will demonstrate an increase in mathematics applications skills as demonstrated by a 10 percent increase in scores on a site-authorized pre- and post-test administered in the fall of 2001 and the spring of 2002 as documented in teachers logs.</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. Incorporate the Future Investors Club of America (FICA) as part of our School-To-Career initiative to improve students' mathematical skills.	Math/Tech facilitator	Sep. '01	May '02
2. Implement the SuccessMaker Mathematical program to remediate students' deficiencies in mathematics.	Math/Tech facilitator	Sep. '01	May '02
3. Provide mathematics workshops for parents to assist their children with mathematics activities.	Computer Involvement Specialist	Oct. '01	May '02
4. Provide inservice for staff in mathematics based on school needs.	Assistant principals	Sep. '01	May '02
5. Provide after school instruction in chess through the Academic Excellence Program (AEP) to improve students' higher order thinking skills.	Principal	Oct. '01	May '02
6. Implement a Student, Parent/Guardian School Compact/Agreement to promote parent involvement.	Community Involvement Specialist	Oct. '01	May '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.

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. #: 4401

SCHOOL NAME: Kelsey L. Pharr 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.