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School Number and Name: 5601 Twin Lakes Elementary School

School Performance Excellence Plan

Principal *Maria I. de Leon* Telephone #: *(305) 822-0770*

High School Feeder Pattern: *Hialeah-Miami Lakes Senior*

Region: *1* Board District #: *4*

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

Twin Lakes Elementary School

Twin Lakes Elementary is a Pre-K to 5th grade elementary school located in west Hialeah, in a middle class community consisting of 94% Hispanic, 4.8% White non Hispanics and 1.2% Black citizens. 74.7% of students are eligible for free or reduced lunch and the mobility rate is 25%.

Given instruction using the Competency-Based Curriculum, students in grades three and four will improve their Reading Comprehension skills as measured by an increase in the average score earned on the MDCPS-FCAT Reading pre-test/post-test administered between the Fall of 2001 and the Spring of 2002.

Given instruction using the Competency-Based Curriculum, students in grades four and five will improve their Mathematics skills as measured by an increase in the average score that will be earned on the MDCPS-FCAT Mathematics pre-test/post-test administered between the Fall of 2001 and the Spring of 2002.

Given schoolwide attention to instruction in Writing, students in grades two and three will increase their Writing skills as measured by an increase in the average score that will be earned on the district-developed Writing pre-test/post-test administered between the Fall of 2001 and the Spring of 2002.

Given schoolwide attention to science instruction using the Competency-Based Curriculum, students in Kindergarten through 5th grades will increase their knowledge of the scientific method by participating in a minimum of 8 science investigations as evidenced by Science Experiment Logs.

Given school-wide attention to increasing student achievement and performance, a minimum of seventy-five percent of the instructional staff will participate in professional development activities during the 2001/2002 school year as evidenced by a Professional Development Activity Log.

We believe that it is our mission and goal to hold our students to higher standards of academic achievement as mandated by the Florida Department of Education, thus creating world-class education for all students (all subpopulations).

VISION

At Twin Lakes Elementary School the faculty, staff, and school community are committed to holding students to higher academic achievement and providing them with a safe and nurturing environment, thus envisioning and creating a world class education for all.

MISSION STATEMENT

Twin Lakes Elementary's faculty and staff are committed to working cooperatively to prepare students to become successful adults in a rapidly changing multicultural society and to meet the challenges of tomorrow.

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

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

Twin Lakes Elementary provides basic educational services based on the Florida's Sunshine State Standards and Miami-Dade County Public School's Competency-Based Curriculum to students in grades Pre-Kindergarten through 5th grades. Additionally, students are grouped homogeneously for SRA Reading and 5th grade Mathematics instruction. Twin Lakes Elementary provides services for students with varying exceptionalities. The school has a strong student services support program guided by the counselor. Advising and mentoring are its primary goals. Instruction is provided in traditional classroom settings and is enhanced through after-school and Saturday school tutorial programs in Reading, Writing and Mathematics. School-to-home relationships are fostered through a Community Involvement Specialist who assists in the improvement of attendance and the planning and preparation of parent training.

1.2 Culture

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

Twin Lakes Elementary School holds our students to higher standards of academic achievement, thus envisioning and creating a world-class education for all. Twin Lakes Elementary provides students with access to Competency-Based Curriculum delivered through highly qualified instructors and provided in traditional classroom settings. At Twin Lakes Elementary, we are dedicated to quality: quality of instruction, quality of training, quality of relationships. We believe that we should provide an environment where all students are challenged to achieve their full potential.

1.3 Human Resources

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

Twin Lakes Elementary employs a total of 58 full-time staff members and 14 part-time staff members. Of this group, two are administrators, 38 are classroom and special area teachers, two exceptional student teachers, a guidance counselor, a media specialist, four paraprofessionals, six teacher aids, three clerical employees, seven cafeteria workers, six custodial service workers, and 2 additional staff members. Of the teaching staff, 5.1 percent are teachers new to this school, with the average length of teaching time in Florida at 13 years. Fifteen teachers have advanced degrees.

1.4 Building Resources

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

Twin Lakes Elementary is located at 6735 West 5th Place, Hialeah, Florida. The nine building campus is enhanced by a Media Center that houses a state-of-the-arts closed-circuit television system and internet access. The newest of the nine buildings also houses a 22 station computer lab and music and art suites. The school has recently acquired new computers that will provide students with access to technology and the internet in the classrooms.

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 education 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.

Twin Lakes Elementary serves 699 students, these include standard curriculum students (58%), ESE students (5%), ESOL students (37%), and economically disadvantaged students (78%).

The ethnic/racial make-up of the student population is 93% Hispanic, 4% Anglo, 2% African-American, and 1% others. The mobility rate of the school is 25%. Students that are in need of extra reinforcement in mastering skills taught in the classroom are served through tutorial programs. For reading K-4 and mathematics instruction, students are placed (throughout the year) at the appropriate levels of instruction.

The counselor along with the members of the Child Study Team are charged with the responsibility of placing students in the proper programs who require additional services. Our curriculum is enhanced by an after-school Academic Excellence Program and Chess, Art, and Math Clubs.

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.

Twin Lakes Elementary endeavors to link with the community by making available teacher guided workshops in reading, mathematics, writing and science as well as by facilitating translations for parent-teacher conferences through the Community Involvement Specialist and bilingual teachers. The school houses a YMCA after-school care program. Parent volunteers aid classroom teachers, help with special projects, maintain a highly cooperative and enthusiastic PTA and participate actively in the development of the School Performance Excellence Plan.

2.3 Human Resources

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

Facilitating professional development opportunities for staff is an important goal at Twin Lakes Elementary. The EESAC has selected Professional Development as one of the Performance Excellence Plan's objectives for the 2001-2002 school year. Strategies designed to achieve this goal include a survey to determine and identify needs for professional development opportunities and a variety of inservice training sessions for staff members. A monthly newsletter highlights important events at Twin Lakes Elementary and special contributions to the progress of our school are acknowledged on the public address system as the occasions arise. Employees at Twin Lakes Elementary enjoy a benefits package negotiated by Miami-Dade County Public Schools and the United Teachers of Dade. It includes a comprehensive health component, as well as, a Flex Plan with many different options such as, vision and dental plans, legal services, long term disability, hospital-income protection plan, health screening and many others. At the end-of-the-year, staff members gather for a luncheon to celebrate the year's accomplishments.

2.4 Supplier and Partner

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

The neediest of Twin Lakes Elementary students receive holiday gifts from the Kiwanis of Hialeah and participate in a holiday bicycle raffle which takes place every year during Christmas.

A group of Future Educators of America from Hialeah-Miami Lakes High School helps Twin Lakes Elementary's faculty and staff with the packing and distribution of Thanksgiving food baskets.

Ibiley Uniform Company provides vouchers for Twin Lakes' students in need.

McDonald's, Burger King, Miami Subs and Universal Pharmacy cooperate with Twin Lakes Elementary by sending a representative of their staff for career day and provide incentives for our students throughout the year. The YMCA facilitates a low cost, after-school childcare program. Twin Lakes Elementary cooperates with them by providing a communications section in its monthly newsletter. Twin Lakes Elementary enjoys collaborative relationships with Florida International University, St. Thomas University and Barry University. Students working on their field experience provide our students with small group tutoring for our low achievers. Teachers provide clinical supervision and serve as mentors for the university students. Since most of Twin Lakes Elementary's fifth graders will attend Palm Springs Middle, the school invites all fifth graders to participate in an orientation breakfast program to familiarize the students with the school and available courses. Teachers at Twin Lakes Elementary work closely with Palm Springs Middle's counselors to ensure that the entering sixth graders are placed appropriately in ESOL, Mathematics, and Language Arts classes.

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.

Twin Lakes Elementary School has enjoyed a continual increase in student achievement for the past three years. The Florida Department of Education grades Twin Lakes Elementary as an "A" school. The school is

highly respected in the immediate community, as well as, in neighboring communities within the City of Miami, Hialeah, and Opa Locka. At the present time, 11.5% of the student population attends Twin Lakes Elementary by choice through "out of area" transfers.

3.2 Competitors

This item explores the alternate schools available to students.

Twin Lakes Elementary School is surrounded by several private and public schools. The Horeb Christian Academy and Immaculate Conception Catholic School are the private schools closest to the site but have not been approved to receive vouchers. John G. DuPuis Elementary, North Twin Lakes Elementary, and Palm Springs Elementary, the public schools closest to the site, have received the grade of "A" from the Florida Department of Education.

Twin Lakes Elementary also received the grade of "A" from the Florida Department of Education. Although the neighboring public schools have received the same state rating, it prides itself in providing the most nurturing environment where students potential can be maximized.

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.

Twin Lakes Elementary sets high standards of achievement to ensure a quality educational program for its students. Stakeholders represented in the EESAC work collaboratively and cooperatively to ensure that the school's mission is successfully reached and accomplished. Twin Lakes Elementary facilitates support for the parents so that they, in turn, can be an asset to their children's education. The school offers after-school tutorials, Saturday school, and Academic Excellence programs. The ongoing communication system that has been established with the parents and community, ensures outstanding achievement in all its activities that provide services for students and parents.

3.4 Dynamics

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

Attendance at Twin Lakes Elementary has made gains in the past two years, however, the EESAC committee has determined that a special committee will see to the implementation of activities that emphasize and promote the importance of student attendance. Also, lack of adequate technology has delayed growth in computer literacy and the use of Internet as an instructional tool. The school has purchased new computers in an effort to revitalize our computer lab and promote an infusion of technology.

4. CHALLENGES

4.1 Learning

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

Twin Lakes Elementary School has identified several indicators concerning the challenges it faces in providing instructional activities that result in increased student learning. Forty one percent of our student population are Limited English Proficient. Parents of these students are employed in low-level jobs which provide only the basic needs of shelter and food. Consequently, many of the students do not have the additional support of parental assistance that is sometimes needed outside the classroom to retain competence in skills taught. Student attendance need to be improved and an effort to increase parent and student awareness of the correlation between student achievement and attendance also, needs to take place.

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.

Twin Lakes Elementary has identified the following challenges related to the faculty: Hiring instructional staff due to hardship transfers, parental leaves and professional leaves. Twin Lakes has not been able to fill the position of Media Specialist due to lack of candidates willing to take the job for one year as a 3100. An analysis of student's FCAT scores indicate that teachers need to increase their fluency of instructional strategies to provide students with skills that promote reading comprehension, problem-solving, and critical analysis.

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.

Twin Lakes Elementary faces challenges in internal daily operations and in interactions with the surrounding community. It has identified the following needs:

The hiring of quality paraprofessionals to reinforce skills in the classroom and reduce the pupil-teacher ratio.

The creating of block scheduling to minimize interruptions, increase instructional time, and facilitate collaboration among staff.

The increase in communication with parents and their involvement in the PTA and support of school activities.

The creation of partnerships between the school and the surrounding businesses in the area to reinforce partnerships and collaborative efforts in the community.

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.

Twin Lakes Elementary has addressed issues concerning challenges the school faces in ensuring process improvement. Among these are:

Transition of teachers and staff due to hardship transfers and temporary leaves.

Inability to hire an eligible candidate for the position of media specialist.

FCAT scores indicate that teachers need to focus their instruction in providing students with more strategies in reading comprehension, problem-solving, and critical-thinking.

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.

Twin Lakes Elementary School has identified several issues related to the improvement in education design and the support process.

These issues are:

Twin Lakes Elementary has a 41% of its students who are Limited English Proficient.

In order to address this issue, Twin Lakes will place these students in their appropriate ESOL level classes where they will receive instruction in English using ESOL strategies. In addition to, they will receive mathematics and science instruction in their home language as a reinforcement to their regular mathematics and science classes. Parents of ESOL students are employed in low-level jobs which provide only the basic needs of shelter and food, consequently, many of these students do not have the support they need outside the classroom to reinforce skills being taught.

In order to address this issue, Twin Lakes Elementary will establish after-school and Saturday school tutoring programs in reading, mathematics, and writing so that these students can receive additional instruction, assistance, and support. Therefore, these services will decrease the level of frustration the parents and the students may feel as a result of the language barrier.

Twin Lakes Elementary students attend scheduled medical and dental appointments during school hours, take vacations during the school year, which cause them to miss out on instruction given and acquiring unexcused absences.

In order to address this issue, an attendance improvement plan will be designed to target attendance issues. The plan will consist of increasing parent and student awareness of the importance of attendance and its correlation to student achievement, offering incentives, and having competitions schoolwide.

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.

The EESAC of Twin Lakes Elementary has identified professional development as the main target in improving the Education Delivery process. This issue was communicated to EESAC members by the stakeholders they represent.

A specific need was identified in providing professional development opportunities in the implementation of strategies to engage students in the learning process and in promoting critical thinking. A needs assessment survey will be administered to staff in order to focus professional development opportunities to the specific needs of staff members.

Special attention will be given to professional development opportunities which support the successful implementation of the School's Performance Excellence Plan and teacher awareness and implementation of the indicators identified in the PACES assessment and evaluation instrument.

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.

Twin Lakes Elementary School has addressed several issues in improving internal operations and external forces. One of the issues is the hiring of quality paraprofessionals. In order to address this need, Twin Lakes Elementary will search for students from local universities that are working towards a major in the field of education and that demonstrate interest in high-quality academic standards and student achievement. The second issue is the creating of a schoolwide block schedule to minimize interruptions in instruction. This need will be addressed by scheduling blocks of time for language arts, reading, mathematics and science. Grade levels will be scheduled time for collaborative planning to meet students' needs.

The third issue faced is a need to increase communication with the parents. In order to address this need, Twin Lakes Elementary will work closely with the PTA's president so that the school's parent community is motivated to participate and support the school's activities. Another issue is improving the connection Twin Lakes

Elementary has with the surrounding businesses in the area. The school's Community Involvement Specialist and Counselor will serve as mediators between the community and school.

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.

Twin Lakes Elementary School has identified several issues concerning challenges in process improvement. Among these are increasing student scores for those students scoring at a level 1 or 2 on the FCAT Mathematics and Reading Tests, increasing grade level collaboration and the sharing of resources and talents, and meeting the individualized learning needs of our students for maximum growth.

Twin Lakes will work collaboratively with the district to inform teachers of professional development opportunities for teachers in FCAT strategies and facilitate their attendance. Block scheduling will be created in order to provide opportunities for grade levels and departments to work cooperatively. The administration and resource teachers will make themselves available to assist grade levels in sharing of resources, ideas, and planning of subject matter.

In order to meet students individualized needs, students will be grouped according to proficiency level for instruction in reading and mathematics. An after-school/Saturday school tutorial program will be implemented to extend the school day and week for our students needing additional reinforcement.

SCHOOL PERFORMANCE SELF-ASSESSMENT

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION PARENT 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. My child's school is safe and secure.	34	46	10	8	2	36	49	7	6	2
2. My child's school is kept clean and in good condition.	56	35	2	6	0	43	47	4	5	1
3. My child's school is overcrowded to the degree that it affects learning.	12	25	20	28	14	14	21	21	32	12
4. My child's school maintains high academic standards.	29	50	16	4	1	30	46	18	5	1
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	30	48	14	6	2	29	44	21	5	2
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	48	37	8	6	1	42	48	6	4	1
7. My child's school serves lunches that are nutritious and taste good.	25	34	16	12	12	21	37	19	14	8
8. My child's school keeps bathrooms clean and in good condition.	24	39	17	11	9	21	36	21	14	8
9. My child's teachers are friendly and easy to talk to.	56	34	1	8	1	57	36	3	2	1
10. My child's teachers make learning interesting and relevant.	53	38	7	2	1	49	42	6	2	1
11. My child's teachers motivate students to learn.	57	35	3	2	2	50	40	6	3	1
12. My child's teachers take an interest in students' educational future.	55	27	12	4	2	47	40	10	3	1
13. My child's teachers are knowledgeable and understand their subject matter.	46	41	9	2	2	46	43	8	2	1
14. My child's teachers assign meaningful homework that helps students learn.	56	39	1	3	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.	48	38	5	4	5	49	39	6	5	2
16. My child's school is effectively teaching students the basic academic skills in reading.	49	41	4	5	2	41	50	5	3	1
17. My child's school is effectively teaching students the basic academic skills in mathematics.	50	43	4	2	1	40	52	5	3	1
18. My child's school is effectively teaching students to speak and write correctly in English.	45	43	6	5	1	43	49	5	3	1
19. My child's school is effectively teaching students to investigate problems in science.	28	51	14	5	2	29	47	19	4	1
20. My child's school is effectively teaching students to use computers.	33	41	14	8	5	31	42	16	8	3
21. My child's school is effectively teaching students to think critically and reason out problems.	32	57	9	1	2	30	50	15	4	1
22. My child's school is effectively teaching students to develop good study and work habits.	45	45	4	4	2	37	50	8	4	1
23. My child's school is effectively teaching students to get along with different kinds of people.	40	47	10	2	1	39	49	9	2	1
24. The school and law enforcement authorities work together to keep my child's school free of violence.	47	39	12	1	1	46	38	10	3	3
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	48	39	12	0	1	46	36	13	2	2
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	55	34	9	1	2	48	36	11	2	2
27. The principal does an effective job running my child's school.	43	40	11	5	2	46	39	10	3	2
28. The principal is available and easy to talk to.	37	33	22	4	5	38	35	19	5	3
29. The assistant principals are effective administrators.	38	36	20	2	4	35	40	20	3	2
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	41	32	23	3	1	34	37	24	3	2
31. Staff in the principal's office treat me with respect when I contact my child's school.	47	38	5	2	7	48	42	5	3	2
32. School staff respond to my needs and concerns in a reasonable period of time.	40	43	9	3	4	39	46	8	4	2
33. My child is getting a good education at this school.	56	38	3	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	40	4	2	2	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.	53	43	0	3	0	49	38	4	6	2
2. At my school the school building is kept clean and in good condition.	50	43	0	3	3	32	43	5	15	5
3. At my school personnel work together as a team.	17	47	7	27	3	32	47	7	11	3
4. At my school administrators solve problems effectively.	23	33	20	20	3	36	41	9	10	5
5. At my school I feel that my ideas are listened to and considered.	20	33	7	20	20	34	43	10	8	4
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	27	33	10	23	7	28	39	10	15	8
7. My principal is an effective administrator.	29	29	7	32	4	49	33	8	6	4
8. My principal represents the school in a positive manner.	30	37	13	13	7	56	32	6	4	3
9. My principal demonstrates good interpersonal skills.	20	37	13	13	17	47	31	8	8	5
10. My principal deals with conflict constructively.	27	27	20	17	10	45	32	10	8	5
11. My principal responds in a reasonable time to my concerns.	27	30	27	13	3	50	34	8	5	3
12. My principal treats me with respect.	34	45	3	10	7	59	30	4	4	3
13. My principal is receptive to constructive criticism.	20	23	23	13	20	40	28	19	8	5
14. My principal is supportive of teachers.	27	30	13	20	10	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.	23	40	7	23	7	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.	13	53	7	20	7	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.	30	30	3	33	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.	0	31	7	48	14	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	17	27	37	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.).	7	20	0	50	23	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	43	57	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	10	90	1	1	8	30	60
23. My ability to do the best possible job at this school is limited by student substance abuse.	0	0	3	10	87	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.	0	28	3	48	21	9	31	12	33	15
25. I feel satisfied concerning how my career is progressing at this school.	13	37	17	23	10	25	47	13	10	5
26. I have a feeling of job security in my present position.	27	57	7	7	3	34	47	10	6	3
27. I like working at my school.	27	47	7	13	7	48	37	7	5	3
28. Staff morale is high at my school.	3	23	17	27	30	22	37	15	17	9
29. I frequently feel overloaded and overwhelmed while working at my school.	40	27	13	10	10	19	35	10	28	8
30. Annual teacher evaluations are fair and reasonable.	23	63	7	3	3	36	48	11	3	2
31. Annual teacher evaluations are used to improve teacher performance.	20	40	27	13	0	28	45	18	7	3
32. Inservice programs keep me informed of the latest educational strategies.	33	37	17	10	3	35	50	7	5	2
33. I believe children attending my school are receiving a good education.	31	48	3	17	0	41	47	7	4	1
34. The overall climate or atmosphere at my school is positive and helps students learn.	17	43	17	17	7	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?	B-					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	51	6	1	1	40	42	8	6	3				
2. My school building is kept clean and in good condition.	24	37	11	18	10	19	37	14	20	10				
3. Students in my school usually follow school rules.	7	18	26	32	17	9	27	21	27	16				
4. There are too many students in my classroom and that affects how much I learn.	20	14	12	23	31	14	15	10	30	31				
5. My teachers require that I work very hard for the grades I get.	57	18	16	6	2	59	28	7	3	2				
6. My school has enough books and equipment to help me learn.	54	34	6	5	1	47	35	7	7	4				
7. Food served for lunch at my school looks good and tastes good.	6	11	7	18	57	10	18	15	21	35				
8. Bathrooms in my school are clean and in good condition.	6	18	9	23	44	8	15	11	27	39				
9. My teachers are friendly and easy to talk to.	52	35	8	2	2	49	33	9	5	3				
10. My teachers make learning fun and interesting.	66	19	5	5	5	50	34	8	5	3				
11. My teachers make me want to learn.	51	33	10	1	5	51	34	9	4	2				
12. My teachers know a lot about the subjects they teach.	63	32	2	0	2	62	29	6	2	1				
13. My teachers give me meaningful homework that helps me learn.	51	27	10	5	7	49	35	8	4	3				
14. My teachers are interested in how I do in the future.	59	22	11	1	7	52	28	13	4	3				
15. My teachers let me know how I am doing on my school work.	59	30	6	1	4	52	34	7	4	3				
16. Violence is a problem at my school.	28	22	13	13	23	19	16	13	18	35				
17. Gangs are a problem at my school.	7	5	7	12	68	11	9	10	18	53				
18. Student drug and alcohol use are problems at my school.	9	1	5	12	73	9	4	6	12	68				
19. My principal does a good job running the school.	33	26	11	12	17	54	26	9	5	6				
20. The assistant principals are available when needed.	41	30	12	6	11	35	33	18	8	6				
21. My guidance counselor helps me with school and personal problems.	60	17	13	6	4	43	25	21	5	6				
22. Adults at my school care about me as an individual.	38	34	20	4	5	36	34	18	7	5				
23. Adults at my school help me when I need it.	35	38	16	7	4	40	38	13	6	4				
24. I like coming to my school.	28	27	11	10	25	38	31	12	8	11				
25. I am getting a good education at my school.	48	34	13	4	1	54	31	9	3	2				
26. The overall climate or feeling at my school is positive and helps me learn.	37	33	24	1	5	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	95.5	96.4	95.9	95.8
Number of Days Abs.				
None	1	0	2	3
0.5-5	12	17	17	12
5.5-10	22	18	21	18
10.5-15	5	7	4	8
15.5-20	2	1	3	1
20+	1	0	1	3

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	167	115	166	146	% of Students	94.7	95.2	94.8	95.3
Mobility Index	25	24	25	29	Number of Days Abs.				
					None	21	60	67	56
					0.5-5	124	285	263	284
					5.5-10	117	224	242	219
					10.5-15	71	136	129	107
					15.5-20	41	66	66	69
					20+	37	60	64	43

COMPREHENSIVE NEEDS ASSESSMENT DATA FOR ACCOUNTABILITY

Grade	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	29	31	21	56	55	43	71	69	79	44	45	57
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

Grade	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	25	3	0	75	97	100
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

Grade	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	40	2	6	77	31	27	60	98	94	23	69	73
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

Grade	SCHOOL GRADE DESIGNATION PERFORMANCE HISTORY		
	98-99	99-00	00-01
4/5	C	C	A
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
Direct Instruction (DI) Reading Program - SRA	K-5	Sep. '98
Competency-Based Curriculum	K-5	Sep. '98
Books Come Alive	K-5	Sep. '98
Reading Logs	K-5	Sep. '98
Book Fair	K-5	Oct. '98
Accelerated Reader	K-5	Sep. '99
FCAT Pre/Post Tests	2-5	Sep. '99
Reading Tutorial Program	3-4	Apr. '00
Saturday Tutorial Program	4-5	Nov. '00
Word of the Day	2-5	Sep. '00

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Writing Across the Curriculum	K-5	Sep. '98
Competency-Based Curriculum	K-5	Sep. '98
Writing Resource Teacher	K-5	Sep. '98
Weekly/Monthly Writing Prompts	K-5	Sep. '98
Writing Tutorial Program	3-4	Sep. '99
Creative Writing	K-5	Sep. '99
Daily Journal Writing	K-5	Sep. '99
FCAT WRITING PROGRAM	2-5	Sep. '99
FCAT Strategic Writing Plan	2-5	Sep. '99
After-School Writing FCAT Tutoring	3-4	Sep. '00

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency-Based Curriculum	K-5	Sep. '98
Problem of the Day	K-5	Sep. '98
Grouping for Instruction	5	Sep. '98
Mathematics Tutorial Program	4-5	Sep. '99
Acaletics	2-5	Sep. '00
Mathematics Resource Teacher	2-5	Sep. '00
Saturday School Tutoring Program	4-5	Nov. '00

COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Wokshop for ESOL Pull-out Teachers	1	Oct. 03, '00
FCAT Reading Strategies Workshop	1	Oct. 28, '00
FCAT Reading Strategies Workshop	1	Nov. 18, '00
SRA Direct Instruction Training	4	Oct. 05, '00
SRA Direct Instrucion Training	2	Oct. 06, '00
SRA Direct Instruction Training	7	Dec. 07, '00
SRA Direct Instruction Training	6	Dec. 08, '00
SRA Direct Instrucion Training	2	Mar. 20, '01
SRA Direct Instruction Training	6	Apr. 11, '01
SRA Direct Instruction Training	6	Apr. 12, '01
SRA Reading Leader Inservice	1	Oct. 19, '00
SRA Reading Leader Inservice	1	Nov. 15, '00
SRA Reading Leader Inservice	1	May 31, '01
FCAT Reading/FCAT Writing Workshop	1	Oct. 24, '00
FCAT Reading/FCAT Writing Workshop	1	Oct. 30, '00
FCAT Reading/FCAT Writing Workshop	1	Nov. 06, '00
FCAT Reading/FCAT Writing Workshop	1	Nov. 09, '00
Kindergarten Staff Development for Reading Leaders	1	Nov. 21, '00
Kindergarten Staff Development for Reading Leaders	1	Nov. 21, '00
Kindergarten Staff Development for Reading Leaders	1	Nov. 29, '00
Holistic Scoring Training	15	Dec. 11, '00
CRISS Training	8	Jan. 10, '01
CRISS Training	8	Jan. 30, '01
CRISS Training	8	Feb. 28, '01
FCAT Workshop for Spanish "S" Teachers	4	Jan. 31, '01
Newspaper Usage to Promote Reading	2	Apr. 20, '01
Newspaper Usage to Promote Reading	2	Apr. 23, '01
Project B.E.A.R. 1st grade Staff Development	3	Mar. 04, '01
Reading Institute for Extended Foreign Language Teachers	3	Jun. 18, '01
Reading Institute for Extended Foreign Language Teachers	3	Jun. 19, '01
Reading Institute for Extended Foreign Language Teachers	3	Jun. 20, '01
Reading Institute for Extended Foreign Language Teachers	3	Jun. 21, '01
Reading Institute for Extended Foreign Language Teachers	3	Jun. 21, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Grade Level Writing Resource Inservice	23	Sep. 10, '00

FCAT Writing Rubric Scoring	23	Oct. 04, '00
FCAT Reading/FCAT Writing Workshop	1	Oct. 24, '00
FCAT Reading/FCAT Writing Workshop	1	Oct. 30, '00
FCAT Reading/FCAT Writing Workshop	1	Nov. 06, '00
FCAT Reading/FCAT Writing Workshop	1	Nov. 09, '00
Second Grade Best Practices	1	Jan. 17, '01
Second Grade Best Practices	1	Apr. 24, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Mathematics Strategies Workshop	5	Feb. 03, '00
FCAT Mathematics Strategies Workshop	5	Mar. 03, '00
FCAT Mathematics Inservice	7	Feb. 01, '01
FCAT Mathematics Inservice	4	Mar. 01, '01
Title II Eisenhower Math Training	3	Apr. 10, '01
Title II Eisenhower Math Training	3	Apr. 24, '01
Title II Eisenhower Math Training	3	May 08, '01
Title II Eisenhower Math Training	3	May 22, '01
Title II Eisenhower Math Training	3	May 29, '01
Mathematics/Science Inservice	6	May 18, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Music and Technology Workshop	1	Sep. 21, '00
Team Program Workshop	1	Oct. 02, '00
Team Program Workshop	1	Oct. 25, '00
Child Study Team Workshop	1	Oct. 19, '00
Title I Parent Conference	4	Oct. 06, '00
Title I Parent Conference	4	Oct. 07, '00
Olympic James Curriculum Integration	2	Nov. 01, '00
Title I Instructional Seminar	3	Nov. 02, '00
Pre-K Staff Development	1	Oct. 16, '00
Pre-K Staff Development	1	Nov. 20, '00
Pre-K Staff Development	1	Dec. 18, '00
Pre-K Staff Development	1	Jan. 22, '01
Academic Excellence Workshop	1	Nov. 06, '00
Academic Excellence Workshop	1	Dec. 06, '00
Academic Excellence Workshop	1	Nov. 15, '00
Paces Training	6	Nov. 27, '00
First Aid Training	2	Jan. 10, '00
Cyber Star Training	1	Nov. 30, '00
Cyber Star Training	2	Jan. 08, '01
Child/Sexual Abuse Prevention Training	1	Jan. 17, '01
Career Development Program Inservice for Counselor	1	Mar. 06, '01

Multicultural Workshop	1	Mar. 29, '01
Human Growth and Development	1	Mar. 26, '01
Human Growth and Development	1	Mar. 27, '01
Human Growth and Development	1	Mar. 28, '01
Gender Equity Conference	1	Apr. 24, '01
World of Baseball Workshop	1	Apr. 28, '01
FIRN Workshop	2	Apr. 20, '01
FIRN Workshop	2	Apr. 27, '01
May Day Activities Workshop	2	Apr. 25, '01
UTD Seminar	1	May 02, '01
Social Studies Conference	1	May 01, '01
African-American History Action Plan Inservice	1	May 02, '01
IEP Workshop	1	Jan. 13, '01
IEP Workshop	1	May 14, '01
Educational Excellence School Advisory Council Training	4	May 23, '01
Spanish Institute for Teachers	1	Jun. 18, '01
Implementation of Spanish Instructional Materials	1	Apr. 17, '01
mplementation of Spanish Instructional Materials	2	Apr. 18, '01
Implementation of Spanish Instructional Materials	2	Apr. 19, '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 EESAC will review and approve the use of 2001-2002 EESAC budget allocation.

Training:

EESAC members will be trained by the District and school administrators on how to write the 2001-2002 School Improvement Plan, on budget procedures and consensus management.

Instructional Materials:

EESAC members will evaluate appropriate test score data and recommend instructional materials to improve student academic achievement.

Technology:

EESAC members will continue to approve the purchase of technology to enhance home learning and parent/student educational involvement.

Staffing:

EESAC members will continue to be active participants on the school interview committee.

Student Support Services:

EESAC members will work with staff to implement and support appropriate activities and the implementation of school-to-career strategies.

Other Matters of Resource Allocation:

The EESAC will be an active participant in the identification and recommendation of supplementary instructional materials for use by students and staff.

Benchmarking:

The SRA Directed Reading Program requires frequent progress checks. The EESAC will be regularly updated on student progress and will assist in the development of appropriate strategies for continued improvement.

School Safety and Discipline:

The EESAC members will bring to the committee ideas, concerns, and solutions regarding school safety and discipline as they arise.

COMPREHENSIVE NEEDS ASSESSMENT

TITLE I ASSESSMENT ISSUES

Parental Involvement

The Community Involvement Specialist will promote school-home relationship by continuing to assist in the improvement of attendance and the planning and preparation of parent training.

Family Literacy

Title I staff along with region and district personnel will conduct inservices to promote family literacy. Inservices, such as, Adult ESOL classes, Reading, Mathematics, Writing, Science and Test-Taking Strategies will enhance the involvement of parents in the home-learning process to help increase student achievement.

School Climate

The Miami-Dade County Public Schools' Code of Student Conduct will be enforced to promote a safe learning environment. Copies of this document will be distributed to teachers, students, and parents.

Health Services

Families in our school will be referred to local health care agencies within our area as needed. Efforts will continue through close communication between school and home.

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 (X)		
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 ()	Educational Design, Services, and Support (X)	Performance Results (X)	
MEASURABLE IMPROVEMENT OBJECTIVE							
<p>Given instruction using the Competency-Based Curriculum, students in grades three and four will improve their Reading Comprehension skills as measured by an increase in the average score earned on the MDCPS-FCAT Reading pre-test/post-test administered between the Fall of 2001 and the Spring of 2002.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1 . Invite guest speakers to read to students and share remarks on the importance of reading in their career choice.	Classroom Teachers, Reading Leader	Nov. '01	May '02
2 . Continue to implement the SRA Reading Program for direct instruction	Classroom Teachers, Reading Leader	Sep. '01	Jun. '02
3 . Group students homogeneously according to SRA Mastery Level.	Classroom Teachers, Reading Leader	Sep. '01	Jun. '02
4 . Reinforce test-taking skills through the use of the Florida FCAT Reading Coach.	Classroom Teachers, Assistant Principal	Sep. '01	Apr. '02
5 . Conduct monthly grade level meetings to discuss Language Arts pacing of instruction.	Classroom Teachers, Grade Level Chairperson	Sep. '01	Jun. '02
6 . Implement Accelerated Reader Program to increase reading comprehension and motivate students to read.	Classroom Teachers	Oct. '01	Jun. '02
7 . Emphasize FCAT reading benchmarks through the use of grade level content area resources.	Classroom Teachers, Grade Level Chairperson, Reading Leader	Sep. '01	Jun. '02
8 . "Books Come Alive" Program will be implemented to promote recreational reading.	Classroom Teachers, Reading Specialist, Writing Specialist	Nov. '01	Apr. '02
9 . Implement a college "Word of the Day" Program for vocabulary enrichment.	Classroom Teachers, Reading Leader, AEP Teacher	Oct. '01	May '02
10 . Continue to implement an after-school Reading Tutorial Program.	Classroom Teachers, Reading Leader, Principal	Nov. '01	May '02
11 . Continue to implement a Saturday school Reading Tutorial Program.	Classroom Teachers, Reading Leader, Principal	Nov. '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 ()	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 (X)		
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 ()	Educational Design, Services, and Support (X)	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum, students in grades four and five will improve their Mathematics skills as measured by an increase in the average score that will be earned on the MDCPS-FCAT Mathematics pre-test/post-test administered between the Fall of 2001 and the Spring of 2002.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Incorporate daily life skills into the mathematics curriculum to expose students to careers related to this field and prepare them for the world of work.	Classroom Teachers	Sep. '01	May '02
2. Group 5th grade students homogeneously according to FCAT pre-test score.	Classroom Teachers, Mathematics Resource Teacher	Sep. '01	Jun. '02
3. Implement the ACALETICS program to pace and guide delivery of mathematics instruction in grades 2 - 5.	Classroom Teachers, Mathematics Resource Teacher	Sep. '01	Jun. '02
4. Initiate "Problem of the Day" Program to provide opportunities for students to use mathematics critical thinking skills, cooperative learning strategies and reasoning ability to solve everyday problems.	Classroom Teachers, Mathematics Resource Teacher	Sep. '01	Jun. '02
5. Provide instruction and practice in FCAT test-taking strategies to enhance student achievement in mathematics.	Classroom Teachers, Mathematics Resource Teacher	Sep. '01	Jun. '02
6. Incorporate a daily "Math Workout" of grade level appropriate mathematical facts that every student must know before reaching the next grade.	Classroom Teachers, Mathematics Resource Teacher	Sep. '01	Jun. '02
7. Plan and schedule a workshop for parents to increase awareness of mathematics goals.	Classroom Teachers, Mathematics Resource Teacher	Oct. '01	Feb. '02
8. Organize a school-wide mathematics competition between classes in each grade level.	Classroom Teachers, Mathematics Resource Teacher	Nov. '01	May '02
9. Integrate supplementary FCAT resource materials to reinforce test-taking skills.	Classroom Teachers, Mathematics Resource Teacher	Sep. '01	Jun. '02
10. Continue to implement an after-school Mathematics Tutorial Program.	Classroom Teachers, Mathematics Resource Teacher, Principal	Oct. '01	May '02
11. Continue to implement a Saturday school Mathematics Tutorial Program.	Classroom Teachers, Mathematics Resource Teacher, Principal	Oct. '01	Mar. '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 (X)		
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 ()	Educational Design, Services, and Support (X)	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given schoolwide attention to instruction in Writing, students in grades two and three will increase their Writing skills as measured by an increase in the average score that will be earned on the district-developed Writing pre-test/post-test administered between the Fall of 2001 and the Spring of 2002.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1 . Prepare students for the world of work by completing mock job applications.	Classroom Teachers, Writing Specialist	Oct. '01	May '02
2 . Implement writing pacing guidelines to focus instruction on FCAT writing strategies.	Classroom Teachers, Writing Specialist	Oct. '01	Jun. '02
3 . Implement methods and utilize materials to improve language mechanics within the framework of the Writing Process.	Classroom Teachers	Oct. '01	Jun. '02
4 . Provide students in grades K-5 with monthly writing prompts or topics to help improve writing proficiency	Classroom Teachers, Writing Specialist	Oct. '01	Jun. '02
5 . Implement "Wednesday Write Night" where responding to a writing prompt is the focus of student home learning.	Classroom Teachers, Writing Specialist	Oct. '01	Jun. '02
6 . Facilitate student participation in writing contests to improve writing performance.	Classroom Teachers, Writing Specialist	Oct. '01	Jun. '02
7 . Continue student journal entries on a daily basis to encourage the Writing Process.	Classroom Teachers	Oct. '01	Jun. '02
8 . Display selected writing samples monthly on the Young Authors bulletin board to showcase student achievement in writing.	Classroom Teachers, Writing Specialist	Oct. '01	Jun. '02
9 . Continue to implement an after-school Writing Tutorial Program.	Classroom Teachers, Writing Specialist, Principal	Nov. '01	May '02
10 . Evaluate students' writing using the FCAT scoring rubric established by the Florida Department of Education.	Classroom Teachers	Sep. '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 (X)
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices (X)		
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 ()	Educational Design, Services, and Support (X)	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given schoolwide attention to science instruction using the Competency-Based Curriculum, students in Kindergarten through 5th grades will increase their knowledge of the scientific method by participating in a minimum of 8 science investigations as evidenced by Science Experiment 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. Schedule guest speakers related to the field of science who will share their knowledge and experiences with the students.	Classroom Teachers	Nov. '01	Apr. '02
2. Conduct annual Science Fair to showcase students' knowledge of science process skills.	Classroom Teachers, Science Chairperson	Nov. '01	May '02
3. Require the implementation and application of the scientific method in the annual Science Fair projects.	Classroom Teachers	Nov. '01	Jun. '02
4. Continue instruction in the classroom involving problem-solving through the scientific method and hands-on activities.	Classroom Teachers	Sep. '01	Jun. '02
5. Provide staff development opportunities to enhance the science instructional program.	Classroom Teachers	Oct. '01	Jun. '02
6. Compile a resource library of science materials in the media center for teachers.	Classroom Teachers	Nov. '01	May '02
7. Continue to use the school-developed science rubric to evaluate class projects and science fair projects.	Classroom Teachers	Sep. '01	May '02
8. Increase parent awareness of the steps involved in the scientific method by planning and scheduling an inservice.	Classroom Teachers	Nov. '01	May '02
9. Showcase science investigations conducted by students on closed-circuit television.	Classroom Teachers	Nov. '01	May '02
10. Provide opportunities for students to explore scientific concepts in cooperative groups.	Classroom Teachers	Nov. '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 ()	School Safety ()	Teachers and Staff (X)	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 (X)		
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 ()	Educational Design, Services, and Support (X)	Performance Results ()	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given school-wide attention to increasing student achievement and performance, a minimum of seventy-five percent of the instructional staff will participate in professional development activities during the 2001/2002 school year as evidenced by a Professional Development Activity Log.</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. Provide grade level training on strategies to incorporate School-to-Career activities across the curriculum.	Assistant Principal, Counselor	Sep. '01	Jun. '02
2. Survey staff members to determine needs for staff development topics.	Principal	Sep. '01	Nov. '01
3. Conduct faculty meetings which present topics that address staff development needs in reading, writing and mathematics.	Principal	Oct. '01	Jun. '02
4. Attend district-sponsored workshops and inservices that are related to student achievement in reading, writing, and mathematics.	Staff Members	Sep. '01	Jun. '02
5. Designate time to be devoted to grade-level meetings to foster collaborative planning and sharing or resources.	Assistant Principal	Sep. '01	Jun. '02
6. Provide PACES training for staff members to increase awareness of assessment instrument and the available resources within the school and district.	Principal, District Personnel	Sep. '01	Jun. '02
7. Facilitate training through the Reading, Writing, and Mathematics resource teachers as they model lessons and instructional strategies in the classroom.	Principal	Sep. '01	Jun. '02
8. Conduct writing inservice for teachers in kindergarten through third grades focused on FCAT writing strategies and assessment of students' writing proficiency.	Assistant Principal, Writing Resource Teacher	Oct. '01	Dec. '01
9. Conduct mathematics inservice for teachers in kindergarten through third grades on the implementation of a balanced mathematics curriculum.	Assistant Principal, Mathematics Resource Teacher	Oct. '01	Dec. '01

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. #: 5601

SCHOOL NAME: Twin Lakes 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.