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School Number and Name: 5951 Whispering Pines Elementary School

School Performance Excellence Plan

Principal *Ruth Alperin* Telephone #: (305) 238-7382

High School Feeder Pattern: *Miami Southridge Senior*

Region: VI Board District #: 9

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

Whispering Pines Elementary School

Whispering Pines Elementary is a school with approximately 850 students. About 250 of the students are on out-of-area transfers from neighboring communities. Parent involvement is high. The students, teachers, and parents work together in a collaborative effort to maintain high academic standards. Whispering Pines Elementary offers a Gifted Program (Discovery), as well as a program for varying exceptionalities and emotionally handicapped students. In the fall of 1998 three pre-kindergarten classes were opened. The community initiated a school-wide networking effort so that all students and staff can benefit from technology.

Given instruction using the Comprehensive Reading Plan, the number of fourth grade students will improve their reading comprehension skills as evidenced by a reduction of five percent in the number of students scoring at Levels 1 and 2 on the FCAT reading test administered in 2002.

Given instruction in schoolwide writing instruction through the use of Writing Across the Curriculum and increased practice responding to writing prompts, students in grade four will demonstrate a ten percent increase in the average score as measured by the district writing pre-test administered in September 2001 compared to the district writing post-test administered in May 2002.

Given instruction in mathematics utilizing the Competency-Based Curriculum, students in grade five will increase their mathematics application skills as evidenced by a minimum of 62 percent of students scoring at Level 3 on the FCAT mathematics test administered in 2002.

Given attention to hands-on activities, students will increase their knowledge of science process skills as indicated by 92 percent of the students completing five cooperative scientific investigations as recorded on teacher logs.

In order to achieve these objectives, appropriate strategies have been suggested and planned including individual and class publications, shared writing across grade levels and mathematics skills development strategies. Additionally, an awareness will be created of the practical uses of writing, reading, mathematics, science and technology skills for future careers.

Whispering Pines Elementary School students deserve the opportunity to succeed academically, socially, emotionally, and physically. To achieve this, Whispering Pines Elementary will emphasize the application of critical thinking skills, encourage good attendance, instill self-respect and respect for others, provide a safe and caring school environment, help students accept responsibility for their actions, stimulate intellectual curiosity and encourage parent/community participation.

These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).

VISION

Whispering Pines staff and community will develop productive citizens who will function effectively in an ever-changing interdependent world. All participants become stakeholders.

MISSION STATEMENT

Whispering Pines Elementary School students deserve the opportunity to succeed academically, socially, emotionally, and physically. To achieve this, Whispering Pines Elementary will emphasize the application of critical thinking skills, encourage good attendance, instill self-respect and respect for others, provide a safe and caring school environment, help students accept responsibility for their actions, stimulate intellectual curiosity, and encourage parent/community participation.

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

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

Whispering Pines Elementary provides educational services based on the Sunshine State Standards to students in grades kindergarten through five. Two teachers meet the needs of students with varying exceptionalities serving full-time and part-time students within the same classroom. Whispering Pines Elementary also has six classrooms that meet the needs of children in the Program for Emotionally Handicapped students. Additionally, the school has four classrooms dedicated to providing instruction to students that have met eligibility for the gifted program. An itinerant speech therapist, physical therapist, occupational therapist, teacher for the visually impaired and hearing impaired provide services for students with special needs. Spanish as a Second Language as well as Spanish S for speakers of Spanish is offered for students who qualify for these programs. Student progress is frequently monitored and analyzed. To enhance traditional classroom instruction Whispering Pines Elementary offers students computer learning opportunities in each classroom as well as in two computer labs. Open access computers are available in the school's media center. Monthly newsletters are distributed to help keep parents apprised of the educational programs being offered throughout the school.

1.2 Culture

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

Vision statement: Whispering Pines Elementary School staff and community will develop productive citizens who will function effectively in an ever-changing interdependent world. All participants become stakeholders.

Mission statement: Whispering Pines Elementary School students deserve the opportunity to succeed academically, socially, emotionally, and physically. To achieve this, Whispering Pines Elementary emphasizes the application of critical thinking skills, encourages good attendance, instills self-respect and respect for others, provides a safe and caring school environment, helps students accept responsibility for their actions, stimulates intellectual curiosity, and encourages parent/community participation.

Core Values: Whispering Pines Elementary School students will be afforded an education of the highest quality. Through the use of community resources and enhanced staff development, student instruction will be enriched. The belief is that all students can learn and reach their highest potential at Whispering Pines Elementary.

1.3 Human Resources

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

Whispering Pines Elementary employs a total of 71 fulltime staff members and 20 parttime staff members. Of this group there are 2 administrators, 28 classroom teachers, 3 fulltime physical education teachers, 5 fulltime and 2 itinerant special area teachers (Art, Music, Spanish), 8 teachers of exceptional education students, 1 parttime reading leader, 1 behavior management teacher, 1 fulltime technology teacher, 1 media specialist, 1 guidance counselor, 1 curriculum aide, 1 technology aide, 1 after school care manager, 1 parttime security monitor, 16 paraprofessionals, 6 fulltime clerical employees and 5 fulltime custodial workers. The instructional staff of Whispering Pines Elementary is as follows: 25 percent are teachers new to the school, 44.44 percent of the staff are white non-Hispanic, 31.11 percent are Black non-Hispanic, 24.44 percent are Hispanic. Of these teachers, 94 percent are female and 6 percent are male. An outside agency employs a parttime counselor who provides services for our Emotionally Handicapped children. Twenty teachers have advanced degrees.

1.4 Building Resources

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

Whispering Pines Elementary is located at 18929 SW 89th Road, in Miami-Dade County in Region VI. School site 08, Park site 12. Thirty-one classrooms are encompassed in pod-styled buildings, which are all free standing with separate buildings for the cafeteria, office, media center, art, music and three second grade classrooms. There is a separate physical education area. The school was wired to provide Internet access to 100 percent of the classrooms, media center, office and two computer labs, one with 34 stations and one with 16 stations. In addition, each classroom has 4 drops for computers. The media center has a closed-circuit TV system, 11 public access computers, a poster printer, and a computerized circulation system. Whispering Pines Elementary has 228 computer stations in total. The school acquired the Qualified Zone Academy Bond (QZAB), which continues to be utilized to update obsolete computers and wiring. Additionally, our music program utilizes 20 digital keyboards to enrich the overall curriculum.

1.5 Constraints

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

The school adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in

accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and Environmental requirements.

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

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

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

2. RELATIONSHIPS

2.1 Student

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

Whispering Pines Elementary serves 850 students from the surrounding neighborhood as well as from the extended areas, including 100 percent standard curriculum students, 23 percent ESE students, 5 percent ESOL students, and 27 percent economically disadvantaged students. Fifty-five percent are male students and 45 percent are female students. The mobility rate of the school is 21 percent. Approximately one third of the student population are on out-of-boundary transfers. Whispering Pines Elementary students have a better than 96.7 percent rate of attendance. Students that are in need of additional assistance in mastery of skills taught in the classroom are served through tutoring programs within the school before, during, and after school hours. Students that need additional services for educational or emotional needs are assisted through cooperative consultations and child study teams.

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.

Whispering Pines Elementary strives to involve parents and the community in educational and social activities. The Parent Teacher Association (PTA) is an active and integral component of the school. Communication between the school and home is accomplished through newsletters, meetings, conferences, workshops, e-mail, voice-mail, the school web site, and administrative informational letters. The Educational Excellence School Advisory Council (EESAC) also provides a forum where issues and concerns are addressed. A number of grade level parent training workshops have been offered to guide parents in learning strategies to assist students that are not optimally achieving. Additionally, public agencies offer parenting and technology training for interested members of the community. Whispering Pines Elementary serves as a meeting place for the Boy Scouts and Girl Scouts of America, Whispering Pines Civic Association, PTA evening social events (Halloween Festival, Membership Appreciation Dinner, Book Fair) as well as the booster club for the nationally recognized Chambers Singers.

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 Whispering Pines Elementary. This package includes a comprehensive health component as well as standard insurances and other selected benefits. The faculty and staff at Whispering Pines Elementary have their choice of professional development programs that are provided by the 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 and closed-circuit television as the occasions arise. Additionally, a monthly newsletter highlights activities within the classrooms and school. The PTA sponsors a Welcome Back to School breakfast. The staff gathers at the principal's home to celebrate the holidays in December and an end of the year luncheon is arranged so that the staff can have the opportunity to socialize before summer vacation.

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.

Whispering Pines Elementary teachers supervises student teachers, field placement and practicum students from Florida International University, Miami-Dade Community College, Barry University and Nova Southeastern University. Each year the articulation process takes place primarily between Whispering Pines Elementary and Cutler Ridge Middle School. Although some students attend Centennial Middle, Southwood Middle, Mays Middle and Ammons Middle Schools as well as the Ruth Owens Kruse Center. Students in the Exceptional Student

Education Program are carefully monitored based on their IEP to ensure that the middle school placement is the most appropriate setting for the student. PsychSolutions provides individual counseling to students in the Program for Emotionally Handicapped Students. Whispering Pines Elementary sponsors food drives for needy families from the area. The school has a supply of school uniforms maintained by the office staff and supported by parent donations for use with students unable to purchase uniforms because of financial hardship. Whispering Pines Elementary has a Principal-Operated before school and after school program as well as a Story Time program with more than 234 students enrolled after school. Whispering Pines Elementary has numerous partnerships with local businesses to support and reinforce the student academic program. Each year Whispering Pines Elementary is recognized for accumulating hundreds of volunteer hours by parents that offer support to teachers and students. The Boy Scouts and Girl Scouts are active on campus with Whispering Pines Elementary providing space for meetings.

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 Whispering Pines Elementary has increased by 18 percent over the past five years. The Florida Department of Education graded Whispering Pines Elementary as a "B" school. Whispering Pines Elementary is proud to have been a Florida Recognition School in 1998 for its outstanding achievement and accomplishments. Whispering Pines Elementary is a Golden Apple recipient for its outstanding volunteer participation.

3.2 Competitors

This item explores the alternate schools available to students.

Several private schools are within or close to the boundaries of Whispering Pines Elementary. These include Holy Rosary, Alexander Montessori, Westminster and Perrine Baptist. Whispering Pines Elementary is very proud to have met and maintained the criteria mandated for three consecutive years as a "B" school by the Florida Department of Education.

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.

Whispering Pines Elementary enjoys a collaborative system of leadership that includes representatives from all stakeholder groups in 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. New ideas are welcomed. Whispering Pines Elementary seeks to meet the needs of all students in an eclectic approach that will guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered essential to program improvement. The ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to student needs. Offering support to the parents and students of Whispering Pines Elementary is crucial to the success of the school. Workshops, parent groups, tutoring for students, counseling programs all provide for these needs. Whispering Pines Elementary has a strong discipline plan that ensures that behavioral issues are dealt with effectively and expediently.

3.4 Dynamics

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

Enrollment at Whispering Pines Elementary has increased by 18 percent over the past 5 years. The Whispering Pines student population is comprised of 28 percent out-of-area transfer students. During last school year, eight veteran teachers retired from Whispering Pines Elementary. Of the teachers hired to replace them, only one is a new teacher with no prior experience. All other teachers hired were either transfers from within the District with varying lengths of experience or out of District experience. Whispering Pines Elementary is a very stable community with no new construction or available space for new housing or apartments. Numerous former Whispering Pines students return to the area after marriage so that their children can live in this area and attend Whispering Pines Elementary as did they. This school year, Whispering Pines Elementary welcomed a new assistant principal. Her experience is in a school environment that is uniquely different to Whispering Pines Elementary. Whispering Pines Elementary became fully immersed in intra school e-mail at the end of last school year as an effective mode of communication.

4. CHALLENGES

4.1 Learning

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

Whispering Pines Elementary has several issues concerning challenges in learning. Among these are 28 percent of the Whispering Pines student population travel from outside the school boundaries. Tardiness to school and late pick up of students after school is an ongoing problem. In addition, many students are dropped off long before school starts and are left unattended without adult supervision. Safety is a concern. Additionally, many students seem to lack consistency at home in terms of homework assignments being done and parents taking the time to review assignments and school expectations. Twenty percent of student population participates in

both the before and after school care programs resulting in an extended school day which may negatively affect overall academic achievement. Fourteen percent of the student population is in the Program for Emotionally Handicapped. Generally these students come from homes that are very disruptive. Students do not always come emotionally prepared to attend school.

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.

Whispering Pines Elementary has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are: high turnover rate in the cafeteria workforce, maintaining the support position of Microsystems Technician, maintaining personnel to operate the photocopier machine for teacher and PTA copies. According to the School Climate Survey 2000-2001, staff concerns include large class size, student deficiencies in basic academic skills, and staff frequently feeling overloaded and overwhelmed.

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.

Whispering Pines Elementary maintains strong, positive ties with our stakeholders, which helps alleviate many of the challenges we might otherwise face. Unfortunately, the temperature and humidity of the air conditioning system in various locations has negatively affected materials and equipment. Resolution is an ongoing issue.

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.

Whispering Pines Elementary has identified issues concerning challenges in process improvement: common planning time for the entire grade level, adequate time for benchmark testing, deficiencies in students' basic academic skills, and a need to increase 5th grade FCAT Math scores and 4th grade FCAT Writing scores are shared concerns.

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.

Whispering Pines Elementary is using the following methods to address the Opportunities for Improvement identified in item 4: an adult monitor has been hired to determine which students are arriving to school before staff supervision is available and provides written data to the administration; at 8 a.m. students on school grounds can report to physical education teachers for supervised activities; students not picked up by ten minutes past dismissal are escorted to the school office. Several methods are in place in an attempt to reduce excessive tardies, absences and late pick-ups. They include letters to parents, student detentions, visits from the school social worker, parent conferences, and finally, when necessary, requests to revoke out-of-area transfers. Consistency at home is addressed in the following ways: invitations for parent workshops, attempts at collaboration between parents and teachers, visits from the school social worker and daily, weekly, and interim progress reports. In order to address the need of 20 percent of the student population who are enrolled in the before and after school care program, homework with guidance provided is a required component.

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.

Whispering Pines Elementary has identified several challenges in the delivery of the educational program. In order to alleviate the high turnover of the cafeteria staff, training will be provided to support and maintain staff development. Clarification of job responsibilities will be included. Budgetary constraints make it difficult to resolve some of the issues related to support personnel, as well as large class size.

Students deficient in basic academic skills have the opportunity to participate in tutorial services. One issue identified on the Whispering Pines Elementary 2000-2001 climate survey was the staff feeling overloaded and overwhelmed. A survey will be created to specifically address this issue.

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.

Whispering Pines Elementary has identified the air conditioning system as an operational challenge. Memos have been sent to Region support staff itemizing damage to equipment and materials. Staff health concerns have also been identified.

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.

Whispering Pines Elementary explores the following organizational processes that have been identified as areas

in need of improvement. A site committee will be created to review restructuring the schedule in order to create common grade level planning. A S.W.A.T. team (i.e. retired Whispering Pines Elementary teachers) will be employed to assist teachers with benchmark testing. Deficiencies in students' basic academic skills will be addressed utilizing before school, after school, and during school tutorials. Technology based programs will be used as an additional resource.

In order to increase the result of FCAT scores schoolwide, the following strategies are being implemented: pre-testing to identify student weaknesses, FCAT Wednesday with incentives and rewards, large group lessons and activities to focus on specific FCAT skills. Other incentives are Math and Writing are Magical, Whispering Pines Celebrates Reading, closed-circuit Science Wizardry, and Sunshine Math.

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.	27	65	3	4	0	36	49	7	6	2
2. My child's school is kept clean and in good condition.	47	49	2	2	1	43	47	4	5	1
3. My child's school is overcrowded to the degree that it affects learning.	11	22	17	42	8	14	21	21	32	12
4. My child's school maintains high academic standards.	35	59	4	1	0	30	46	18	5	1
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	20	57	20	3	1	29	44	21	5	2
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	29	57	8	5	1	42	48	6	4	1
7. My child's school serves lunches that are nutritious and taste good.	13	34	28	18	7	21	37	19	14	8
8. My child's school keeps bathrooms clean and in good condition.	10	38	28	17	7	21	36	21	14	8
9. My child's teachers are friendly and easy to talk to.	47	44	4	5	1	57	36	3	2	1
10. My child's teachers make learning interesting and relevant.	39	50	7	4	1	49	42	6	2	1
11. My child's teachers motivate students to learn.	39	51	7	4	0	50	40	6	3	1
12. My child's teachers take an interest in students' educational future.	39	45	13	3	1	47	40	10	3	1
13. My child's teachers are knowledgeable and understand their subject matter.	38	55	7	1	0	46	43	8	2	1
14. My child's teachers assign meaningful homework that helps students learn.	36	45	8	8	3	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.	38	43	5	10	4	49	39	6	5	2
16. My child's school is effectively teaching students the basic academic skills in reading.	35	59	3	3	0	41	50	5	3	1
17. My child's school is effectively teaching students the basic academic skills in mathematics.	34	58	5	3	0	40	52	5	3	1
18. My child's school is effectively teaching students to speak and write correctly in English.	35	57	5	2	1	43	49	5	3	1
19. My child's school is effectively teaching students to investigate problems in science.	21	54	20	5	0	29	47	19	4	1
20. My child's school is effectively teaching students to use computers.	24	56	16	3	1	31	42	16	8	3
21. My child's school is effectively teaching students to think critically and reason out problems.	23	51	23	1	1	30	50	15	4	1
22. My child's school is effectively teaching students to develop good study and work habits.	28	57	9	5	1	37	50	8	4	1
23. My child's school is effectively teaching students to get along with different kinds of people.	30	56	13	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.	39	46	11	1	2	46	38	10	3	3
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	40	42	12	3	2	46	36	13	2	2
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	41	43	12	3	1	48	36	11	2	2
27. The principal does an effective job running my child's school.	37	50	8	2	3	46	39	10	3	2
28. The principal is available and easy to talk to.	24	38	24	10	4	38	35	19	5	3
29. The assistant principals are effective administrators.	23	43	32	1	1	35	40	20	3	2
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	13	31	50	3	3	34	37	24	3	2
31. Staff in the principal's office treat me with respect when I contact my child's school.	28	52	7	10	2	48	42	5	3	2
32. School staff respond to my needs and concerns in a reasonable period of time.	27	56	8	5	3	39	46	8	4	2
33. My child is getting a good education at this school.	41	54	3	1	1	48	43	5	3	1
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	38	57	2	1	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.	43	57	0	0	0	49	38	4	6	2
2. At my school the school building is kept clean and in good condition.	20	47	17	17	0	32	43	5	15	5
3. At my school personnel work together as a team.	24	59	3	14	0	32	47	7	11	3
4. At my school administrators solve problems effectively.	23	47	7	23	0	36	41	9	10	5
5. At my school I feel that my ideas are listened to and considered.	33	33	17	17	0	34	43	10	8	4
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	23	37	27	13	0	28	39	10	15	8
7. My principal is an effective administrator.	37	40	13	10	0	49	33	8	6	4
8. My principal represents the school in a positive manner.	52	34	10	3	0	56	32	6	4	3
9. My principal demonstrates good interpersonal skills.	40	17	7	30	7	47	31	8	8	5
10. My principal deals with conflict constructively.	33	37	13	17	0	45	32	10	8	5
11. My principal responds in a reasonable time to my concerns.	27	53	13	7	0	50	34	8	5	3
12. My principal treats me with respect.	43	37	7	10	3	59	30	4	4	3
13. My principal is receptive to constructive criticism.	27	20	23	23	7	40	28	19	8	5
14. My principal is supportive of teachers.	33	47	13	7	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.	43	30	7	13	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	47	17	20	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.	7	28	17	34	14	24	34	7	27	8
18. My ability to do the best possible job at this school is limited by lack of concern/support from the principal.	0	7	27	33	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.	7	20	33	27	13	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.).	13	17	0	53	17	9	19	7	40	25
21. My ability to do the best possible job at this school is limited by school violence.	0	3	10	33	53	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	7	33	60	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	10	30	60	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.	7	47	23	17	7	9	31	12	33	15
25. I feel satisfied concerning how my career is progressing at this school.	17	60	13	7	3	25	47	13	10	5
26. I have a feeling of job security in my present position.	20	63	17	0	0	34	47	10	6	3
27. I like working at my school.	50	37	10	3	0	48	37	7	5	3
28. Staff morale is high at my school.	7	37	17	17	23	22	37	15	17	9
29. I frequently feel overloaded and overwhelmed while working at my school.	28	31	10	28	3	19	35	10	28	8
30. Annual teacher evaluations are fair and reasonable.	24	52	21	3	0	36	48	11	3	2
31. Annual teacher evaluations are used to improve teacher performance.	17	30	43	10	0	28	45	18	7	3
32. Inservice programs keep me informed of the latest educational strategies.	17	59	21	3	0	35	50	7	5	2
33. I believe children attending my school are receiving a good education.	57	37	7	0	0	41	47	7	4	1
34. The overall climate or atmosphere at my school is positive and helps students learn.	27	53	13	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?	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.	37	49	5	6	3	40	42	8	6	3
2. My school building is kept clean and in good condition.	22	57	5	13	3	19	37	14	20	10
3. Students in my school usually follow school rules.	6	30	17	27	20	9	27	21	27	16
4. There are too many students in my classroom and that affects how much I learn.	16	16	10	24	35	14	15	10	30	31
5. My teachers require that I work very hard for the grades I get.	62	35	2	0	2	59	28	7	3	2
6. My school has enough books and equipment to help me learn.	65	27	6	0	2	47	35	7	7	4
7. Food served for lunch at my school looks good and tastes good.	10	18	6	15	52	10	18	15	21	35
8. Bathrooms in my school are clean and in good condition.	2	8	3	20	67	8	15	11	27	39
9. My teachers are friendly and easy to talk to.	34	42	9	6	8	49	33	9	5	3
10. My teachers make learning fun and interesting.	56	33	2	6	3	50	34	8	5	3
11. My teachers make me want to learn.	45	41	6	3	5	51	34	9	4	2
12. My teachers know a lot about the subjects they teach.	71	19	2	5	3	62	29	6	2	1
13. My teachers give me meaningful homework that helps me learn.	38	44	9	2	8	49	35	8	4	3
14. My teachers are interested in how I do in the future.	45	31	17	2	5	52	28	13	4	3
15. My teachers let me know how I am doing on my school work.	39	36	9	8	8	52	34	7	4	3
16. Violence is a problem at my school.	13	21	10	16	39	19	16	13	18	35
17. Gangs are a problem at my school.	5	6	10	14	65	11	9	10	18	53
18. Student drug and alcohol use are problems at my school.	8	5	5	13	69	9	4	6	12	68
19. My principal does a good job running the school.	74	11	5	0	10	54	26	9	5	6
20. The assistant principals are available when needed.	39	32	23	3	3	35	33	18	8	6
21. My guidance counselor helps me with school and personal problems.	29	24	27	8	13	43	25	21	5	6
22. Adults at my school care about me as an individual.	44	29	21	3	3	36	34	18	7	5
23. Adults at my school help me when I need it.	32	35	19	11	3	40	38	13	6	4
24. I like coming to my school.	52	23	0	13	13	38	31	12	8	11
25. I am getting a good education at my school.	63	25	5	3	3	54	31	9	3	2
26. The overall climate or feeling at my school is positive and helps me learn.	30	49	16	2	3	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	94.5	96.6	96.5	95.8
Number of Days Abs.				
None	3	5	1	2
0.5-5	13	12	22	13
5.5-10	20	20	14	22
10.5-15	7	4	7	8
15.5-20	2	1	3	2
20+	5	1	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	114	121	134	118	% of Students	95.5	95.5	95.6	95.7
Mobility Index	21	17	21	20	Number of Days Abs.				
					None	40	69	67	71
					0.5-5	164	264	296	321
					5.5-10	107	220	227	259
					10.5-15	51	107	128	117
					15.5-20	28	48	66	54
					20+	28	64	67	68

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	13	14	9	34	33	25	87	86	91	66	67	75
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	31	10	9	69	90	91
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	20	8	11	43	32	40	80	92	89	57	68	60
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	B	B	B
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 Plan	k through 5	Sep. '01
Competency-Based Curriculum	k through 5	Sep. '01

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
FCAT WRITING PROGRAM	1 through 5	Sep. '01

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
FCAT Math Strategies	1 through 5	Sep. '01
Urban Systemic Programs & Mathematics and Science Improvement	k through 5	Sep. '01

Other Areas

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Hands On Science	k through 5	Sep. '01

COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Kindergarten Staff Development	4	Jun. 22, '00
Kindergarten Staff Development	4	Jun. 23, '00
Kindergarten Staff Development	4	Jun. 26, '00
Reading Leaders Staff Development	1	Sep. 28, '00
Reading Leaders Staff Development	1	Dec. 06, '00
Comprehensive Reading Plan Staff Development	3	Oct. 04, '00
Comprehensive Reading Plan Staff Development	3	Oct. 11, '00
Comprehensive Reading Plan Staff Development	3	Oct. 18, '00
Kindergarten Staff Development	1	Oct. 11, '00
Kindergarten Staff Development	1	Oct. 12, '00
Kindergarten Staff Development	1	Oct. 13, '00
DRA/Guided Reading Staff Development	1	Oct. 25, '00
Independent Reading Conference	2	Oct. 27, '00
Adaptation to High-Scope Curriculum II	1	Nov. 01, '00
FCAT Strategies to Rejuvenate K-5	3	Dec. 07, '00
FCAT Strategies to Rejuvenate K-5	3	Dec. 14, '00
Phonological Awareness	1	Dec. 13, '00
Phonological Awareness	1	Jan. 22, '01
Best Practices in Reading Training	1	Jan. 29, '01
Best Practices in Reading Training	1	Feb. 06, '01
FCAT Reading Staff Development	2	Jan. 31, '01
Reading Workshops	1	May 08, '01
Staff Development	1	Nov. 18, '00

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Comprehensive Reading Plan Staff Development	3	Oct. 04, '00
FCAT Strategies to Rejuvenate K-5	3	Dec. 07, '00
SMILE Training	10	Mar. 20, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
SMILE Training	10	Mar. 20, '01
SMILE Training	10	May 15, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
New Teacher Orientation	4	Aug. 17, '00
New Teacher Orientation	4	Aug. 18, '00
Technology Training	21	Aug. 18, '00
Technology Training	21	Aug. 21, '00
New Teacher Orientation	4	Aug. 21, '00
Opening of School Meeting	4	Aug. 25, '00
IEP Training	2	Sep. 22, '00
ASC Program Meeting	1	Sep. 25, '00
Region Elementary Counselors Meeting	1	Sep. 28, '00
Web-based Facilitators Training	2	Oct. 03, '00
Adaptation to High-Scope Curriculum I	2	Oct. 04, '00
New Educator Support Team	5	Oct. 07, '00
Library Media Specialists	1	Oct. 10, '00
Hispanic Heritage Month Celebration	3	Oct. 10, '00
Informational Meeting	1	Oct. 11, '00
Multimedia K-5	1	Oct. 12, '00
FAST Conference	2	Oct. 12, '00
Cor to Document Child Program	2	Oct. 13, '00
Administration Guide to Technology	1	Oct. 16, '00
Workshop	1	Oct. 18, '00
IDEA Meeting	1	Oct. 19, '00
Strategies for Successful Inclusions	1	Oct. 19, '00
Environmental Studies/Simulations	2	Oct. 23, '00
Staff Development Workshop	1	Oct. 26, '00
Assistive Technology Evaluations	1	Oct. 26, '00
Staff Development Workshop	1	Oct. 28, '00
Olympic Games Curriculum Integration	3	Nov. 01, '00
FASCD Conference	1	Oct. 12, '00
Staff Development	1	Nov. 14, '00
Staff Development	1	Dec. 09, '00
Implementation of Portfolio Component	1	Nov. 08, '00
ASC Program Managers Meeting	1	Nov. 08, '00
Additional Kindergarten Staff Development	1	Nov. 15, '00
FCAT Strategies to Rejuvenate K-5	2	Nov. 16, '00
FCAT Strategies to Rejuvenate K-5	2	Nov. 30, '00
B.E.L.L. Project	1	Oct. 02, '00
B.E.L.L. Project	1	Oct. 05, '00
B.E.L.L. Project	2	Oct. 07, '00
Kindergarten Workshop Series	1	Nov. 29, '00
Passport to Miami Virtual Campus	4	Nov. 28, '00
Introduction to Boardmaker	1	Dec. 05, '00
African American History Workshop	1	Dec. 06, '00

Anti-Virus Training	1	Dec. 11, '00
Anti-Virus Training	1	Dec. 18, '00
Pedestrian/School Bus Safety Program	1	Dec. 11, '00
Pedestrian/School Bus Safety Program	1	Dec. 12, '00
Cyberstar Training	2	Jan. 08, '01
Pedestrian/School Bus Safety Program	2	Jan. 08, '01
Pedestrian/School Bus Safety Program	2	Jan. 09, '01
Conscious Discipline	1	Jan. 10, '01
Staff Development	1	Jan. 16, '01
Staff Development	1	Jan. 23, '01
Staff Development	1	Jan. 30, '01
Child/Sexual Abuse Prevention	1	Jan. 17, '01
Designing Effective Communication Via Web pages	1	Jan. 17, '01
Designing Effective Communication Via Web pages	1	Jan. 25, '01
Masterin MDCPS Online Instructional Planner	4	Jan. 18, '01
IEP Training	1	Jan. 22, '01
Professional Development Workshop	3	Jan. 25, '01
New Teacher Orientation	1	Jan. 26, '01
IEP Training	2	Jan. 26, '01
Strategies for Successful Inclusion	2	Jan. 29, '01
Staff Development Session	1	Jan. 31, '01
Workshops for FTE Reporting	2	Feb. 02, '01
Safe Physical Management Refresher Training	1	Feb. 06, '01
Annual Sexual Harassment Inservice	1	Feb. 06, '01
IEP Support Training	1	Feb. 06, '01
Mitinet/Marc Magician	1	Feb. 07, '01
COR Training	1	Feb. 08, '01
Online Ordering System for Instructional Material	1	Feb. 16, '01
BMT Meeting	1	Feb. 22, '01
Counselor's Meeting	1	Mar. 08, '01
BELL Training	1	Mar. 16, '01
BELL Training	1	Apr. 24, '01
ASC Program Meeting	1	Mar. 21, '01
Training Bloodborne Pathogens	4	Mar. 21, '01
South Florida Thinking Skills Conference	1	Mar. 23, '01
Training Program in Math & Science	2	Mar. 24, '01
Arts for Learning Seminar	2	Mar. 27, '01
IEP Training	1	Mar. 27, '01
IDEA Procedures Meeting	1	Mar. 28, '01
2nd Annual Early Childhood Conference	3	Mar. 30, '01
BELL Project Lesson Dev.	1	Apr. 09, '01
Check Out the Magic	1	Apr. 10, '01
Advancing Academics for Students	1	Apr. 11, '01
Student Services Professional Ins.	1	Apr. 12, '01
Multilingual Summit	2	Apr. 20, '01

Functional Assessment of Behavior Training	1	Apr. 25, '01
Teaching the Holocaust	1	Apr. 26, '01
Teaching the Holocaust	1	Apr. 28, '01
Social Studies Conference	1	May 01, '01
HIV/AIDS Education ESE	1	May 08, '01
Region Counselors' Meeting	1	May 08, '01
Stewards Seminar	1	May 09, '01
The Future of Student Assessment	4	May 15, '01
Networking Meetings African American History	1	May 16, '01
School-Age Care Staff Training	1	May 19, '01
Matriz Training	1	May 21, '01
EESAC Training	2	May 25, '01
B.E.L.L. Project	1	Nov. 06, '00
B.E.L.L. Project	1	Dec. 04, '00
B.E.L.L. Project	1	Jan. 08, '01
B.E.L.L. Project	1	Nov. 09, '00
B.E.L.L. Project	1	Dec. 07, '00
B.E.L.L. Project	1	Jan. 11, '01
B.E.L.L. Project	2	Nov. 04, '00
B.E.L.L. Project	2	Dec. 02, '00
Kindergarten Workshops	1	Dec. 07, '00
Kindergarten Workshops	1	Jan. 26, '01
Kindergarten Workshops	1	Feb. 22, '01
Kindergarten Workshops	1	Mar. 28, '01
Kindergarten Workshops	1	May 02, '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 made a budget recommendation to hire an additional teacher.

Training:

The EESAC recommended in-service training for appropriate ways to interact with students to be provided for parent volunteers, cafeteria monitors, and cafeteria staff.

Instructional Materials:

The EESAC recommended the teachers restate to students that they cannot write in books and to incorporate care of books and book covers as a part of homework assignments. Students should not tape or staple covers to the book.

Technology:

The EESAC recommended CD players replace cassette players, additional software for ESE and speech be purchased, and that a list of software programs used in the computer labs be made available to parents.

Staffing:

The EESAC recommended hiring an additional teacher and/or aide for third grade. The recommendation to hire additional aides for other grades, including the gifted program was also made. A request to have a "cap" for the VE program was an additional recommendation.

Student Support Services:

The EESAC recommended that free tutoring services for basic skills for k-5 students be offered. Teachers would be responsible to make referrals for the services. The Listeners Program should be promoted.

Other Matters of Resource Allocation:

The EESAC recommended that there be a reduction in class size. A tarp is needed for the pre-k play area and mulch for under the playground equipment. Additional books for the Media Center are needed.

Benchmarking:

The EESAC recommended a mid-year review with follow-up.

School Safety and Discipline:

The EESAC recommended that Whispering Pines staff will ensure that students have the opportunity for water when it is needed, inform parents of safety rules as related to the school and their children, and reinforce pick-up and drop-off procedures.

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 (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support ()	Performance Results ()	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Comprehensive Reading Plan, the number of fourth grade students will improve their reading comprehension skills as evidenced by a reduction of five percent in the number of students scoring at Levels 1 and 2 on the FCAT reading test administered in 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. Research career orientation materials through technology to enhance reading skills at all grade levels.	*Assistant Principal	Sep. '01	Jun. '02
2. Implement the Competency-Based Curriculum and the Sunshine State Standards to ensure success in reading.	*Principal	Aug. '01	Jun. '02
3. Implement the Accelerated Reading Program in grades two through five.	*Media Specialist	Sep. '01	Jun. '02
4. Utilize software programs, (i.e. A+ Learning Systems, Word Munchers, Read Write and Type), to reinforce, remediate, and enhance classroom instruction.	*Classroom Teacher	Sep. '01	Jun. '02
5. Enhance comprehension skills by periodically reading aloud to students, asking high level questions and encouraging critical thinking.	*Classroom Teacher	Sep. '01	Jun. '02
6. Enhance critical thinking skills through the use of appropriate software programs.	*Classroom Teacher	Sep. '01	Jun. '02
7. Provide FCAT training and training in the Comprehensive Reading Plan to classroom teachers.	*Assistant Principal	Sep. '01	Jun. '02
8. Sponsor inservice teacher training to enhance classroom use of technology (i.e. computer software, email).	*Technology Teacher	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 (X)	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 ()		
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 ()	Performance Results ()	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction in schoolwide writing instruction through the use of Writing Across the Curriculum and increased practice responding to writing prompts, students in grade four will demonstrate a ten percent increase in the average score as measured by the district writing pre-test administered in September 2001 compared to the district writing post-test administered in May 2002.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1 . Use FCAT writing strategies schoolwide to produce student writings on careers.	*Assistant Principal	Sep. '01	Jun. '02
2 . Implement the Competency-Based Curriculum and the Sunshine State Standards.	*Principal	Sep. '01	Jun. '02
3 . Enhance student skills in the production of computer-generated writing products by utilizing software such as HyperStudio, and Microsoft Office 2000.	*Classroom Teacher	Sep. '01	Jun. '02
4 . Provide opportunitites for fourth and fifth grade students to write an art history report.	*Art Teacher	Sep. '01	Jun. '02
5 . Sponsor parent workshops to assist students with writing skills.	*Assistant Principal	Sep. '01	Jun. '02
6 . Provide writing opportunities for individual and class publications.	*Classroom Teacher	Sep. '01	Jun. '02
7 . Share student writings across grade levels.	*Classroom Teacher	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 (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 (X)		Effective Learning Environment ()			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support ()	Performance Results ()	
MEASURABLE IMPROVEMENT OBJECTIVE							
<p>Given instruction in mathematics utilizing the Competency-Based Curriculum, students in grade five will increase their mathematics application skills as evidenced by a minimum of 62 percent of students scoring at Level 3 on the FCAT mathematics test administered in 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. Provide students across all grade levels with a variety of mathematical techniques emphasizing critical thinking skills as applied to real-life situations.	*Assistant Principal	Sep. '01	Jun. '02
2. Implement the Competency-Based Curriculum and the Sunshine State Standards to ensure success in mathematics.	*Assistant Principal	Sep. '01	Jun. '02
3. Utilize manipulatives to enhance classroom mathematics instruction.	*Classroom Teacher	Sep. '01	Jun. '02
4. "Math is Magical" theme to be implemented schoolwide to target problem solving and critical thinking skills.	*Assistant Principal	Sep. '01	Jun. '02
5. Utilize appropriate software, (i.e. A+ Learning System, In the Kitchen, Base Ten Blocks), to enhance, reinforce, and remediate mathematics applications and computation skills.	*Classroom Teacher	Sep. '01	Jun. '02
6. Implement mathematics activities by parent volunteers through the Sunshine Math Program.	*Principal	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 (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 (X)		Effective Learning Environment ()			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support ()	Performance Results ()	
MEASURABLE IMPROVEMENT OBJECTIVE							
<p>Given attention to hands-on activities, students will increase their knowledge of science process skills as indicated by 92 percent of the students completing five cooperative scientific investigations as recorded on 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 . Research science careers across all grade levels.	*Principal	Sep. '01	Jun. '02
2 . Implement the Competency-Based Curriculum and the Sunshine State Standards to ensure success in science.	*Principal	Sep. '01	Jun. '02
3 . Utilize appropriate software to enhance science instruction.	*Classroom Teacher	Sep. '01	Jun. '02
4 . Enhance critical thinking, promote cooperative learning and student involvement in hands-on science.	*Classroom Teacher	Sep. '01	Jun. '02
5 . School site support for FOSS materials.	*Principal	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.

WAIVERS

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

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

LOC. #: 5951

SCHOOL NAME: Whispering Pines 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.