

School Name and Number : 0831 - Claude Pepper Elementary School

School Performance Excellence Plan

Principal: Angeles Fleites

Telephone #: (305) 386-5244

High School Feeder Pattern: 7531 - Miami Sunset Senior

Region: Region VI

Board District #: 7 - Mr. Frank J. Cobo

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 0831 - Claude Pepper Elementary School

2002 School Performance Grade: A

Vision/Mission/Belief Statement(s):

VISION: Claude Pepper Elementary enriches the community through: The conveyance of the cultural heritage of the nation; The provision of the best possible educational experiences to our students and the surrounding community; The extension of the services of the school to encompass the needs of the whole individual; and The provision of a center for community activities.

MISSION: The mission of Claude Pepper Elementary School is to foster a loving and caring community of learners, where teachers, parents, and students work together to enhance learning through cooperation and communication and to build upon the strengths of all stakeholders to promote lifelong learning.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIla. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIlb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIlc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIld. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIle. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Claude Pepper Elementary School

Claude Pepper Elementary School is located in a suburban, middle class, multiethnic community in the southwest section of Miami-Dade County, Florida. The school serves 1,135 students from prekindergarten through fifth grade. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profile, Florida Comprehensive Assessment Test results, Stanford Achievement Test results, Florida Writing Assessment Test results, 2000-2001 School Improvement Plan results, the School Climate Survey, the School Technology Plan, and the School-To-Career Initiative implementation requirements, Claude Pepper Elementary School, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as schoolwide priorities for the 2001-2002 school year:

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs) and intervention strategies from the curriculum specialist, students in grades two and three who have been identified as low achievers will improve their benchmark scores by an average of 20 percent on the Oral Reading and Comprehension of Benchmark Books checklist from September 2002 to May 2003.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), an increase in schoolwide writing instruction and increased practice responding to writing prompts, students in grades three through five will demonstrate a five percent increase in writing on the district developed post-test as compared to the pretest.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs) and the intervention of the curriculum specialist, performance of students in grades three through five will increase by ten percent as measured on the FCAT pretest administered 2002 compared to the FCAT posttest administered in 2003.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs) and the assistance of the Feeder Pattern Science Specialist, students in kindergarten through fifth grade will participate in a minimum of one inquiry-based science experiment using the Five E Model (engage, explore, explain, elaborate, evaluate) each grading period as documented by teacher logs.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include: technological support of approaches to reading, language arts, mathematics, and science instruction; continued use and refinement of school-developed rubrics and of active learning approaches in language arts, mathematics, and science; interpersonal skill development using Child Development Project strategies; inservice opportunities and Instructional Team support in all areas of the curriculum. These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE).

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

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

Claude Pepper Elementary School provides basic educational services based on the Sunshine State Standards to students in grades pre-k through five. Additionally, the school has programs dedicated to offering services to students with a variety of learning needs: Extended Foreign Language, English for Speakers of Other Languages (ESOL), Inclusion, Target, and Exceptional Student Education (ESE) self-contained and resource programs. Instruction is provided in traditional and non-traditional settings and is enhanced through hands-on and computer assisted activities. The Comprehensive Reading Plan and Bridges to Careers mathematics and science program emphasizing CRISS strategies are implemented. School-to-home connections are fostered through access to school web sites and Child Development Project (CDP) Homeside Activities. CDP is a character education philosophy that guides the delivery of the curriculum at Claude Pepper Elementary.

1.2 Culture

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

Mission Statement: The mission of Claude Pepper Elementary School is to foster a loving and caring community of learners, where teachers, parents, and students work together to enhance learning through cooperation and communication and to build upon the strengths of all stakeholders to promote lifelong learning.

Vision Statement: Claude Pepper Elementary enriches the community through: The conveyance of the cultural heritage of the nation; The provision of the best possible educational experiences to our students and the surrounding community; The extension of the services of the school to encompass the needs of the whole individual; and The provision of a center for community activities.

Core Values: Claude Pepper Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to quality: quality of service, quality of relationships, and quality of communications; We believe that we should be, for all who are involved, a place of realized potential; and We believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

1.3 Human Resources

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

The school employs a total of 94 full-time staff members and 48 part-time staff members. Of this group, two are administrators, 54 are classroom teachers, 13 are exceptional student teachers, two are guidance counselors, one is a library media specialist, nine are teacher aides, five are clerical employees, 11 are cafeteria workers, eight are custodial service workers and 29 are hourly employees. Of the teaching staff, less than five percent are teachers new to this school, with the average length of time teaching in Florida at 11 years. Forty-two staff members have advanced degrees. Two teachers have earned National Board Certification and several are now in the certification process.

1.4 Building Resources

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

Claude Pepper Elementary School is located on about ten acres in southwest Miami-Dade County at 15440 SW 96 Street. The school adjoins a county park. The 41-classroom building is augmented with several resource rooms, six portable classrooms, a media center, art and music rooms, and a "cafetorium". The Media Center houses a closed circuit television system. The 12 year-old school has been wired to provide Internet access to all of the classrooms. Over \$25,000 has been spent to purchase computers so that students have access to the Internet.

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

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Claude Pepper Elementary School serves 1,125 students from the surrounding neighborhood, including standard curriculum students (61.1 percent), Exceptional Student Education (ESE) students (ten and one-tenth percent varying exceptionalities and five and nine-tenths percent gifted), English for Speakers of Other Languages (ESOL) students (25.3 percent), and economically disadvantaged students (39.2 percent). The ethnic/racial makeup of the student population is four percent African-American, 75 percent Hispanic, 14 percent Anglo, and six percent Asian. The mobility rate is 26 percent. Students who are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. The Child Study Team, with the assistance of the counselor, redirects unproductive behaviors. The Child Development Project philosophy is based upon a constructivist approach to learning, which emphasizes the relationship of the students to the adults in the learning environment, their peers, and to the curriculum content being learned.

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.

Claude Pepper Elementary School endeavors to link with the community in several ways. Each year at the beginning of the school year, pre-kindergarten and kindergarten orientations are held. In October, Open House is held with split sessions so that parents have an optimum opportunity to visit each of their children's classrooms. The PTA sponsors a volunteer breakfast early in the school year to solicit volunteers to work both in the classroom and with the PTA on various committees. The "Breakfast with the Principal" program is very popular and allows parents to be updated on school information and also to share concerns directly with the principal. The school offers before and after-school care from 7:00-8:15 a.m. and 2:00-6:00 p.m. Claude Pepper Elementary School serves as a teaching site for Barry University as well as a meeting site for the Dade Reading Council. The community enjoys the benefits of using the school as a meeting place for the Boy and Girl Scouts of America. The school also serves as a Hurricane Shelter and as a voting precinct for all elections.

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 Claude Pepper Elementary School. This package includes a comprehensive health component as well as standard insurances and other selected benefits. The faculty and staff at Claude Pepper are provided with 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. Additionally, the "teacher as trainer" model affords staff members many opportunities for training on site. Outstanding contributions to the progress of the school are acknowledged over the public address system as the occasions arise. The monthly newsletter highlights notable activities of faculty and staff. Staff members are encouraged to share expertise at regularly scheduled staff and grade level meetings. Results of the School Climate Survey indicate that staff morale is high and that Claude Pepper Elementary is considered a good place to work.

2.4 Supplier and Partner

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

Claude Pepper Elementary School enjoys a collaborative relationship with Barry University with professors holding classes on our campus and several of our teachers serving as adjunct professors. Field experience students from Barry University, Florida International University, and the University of Miami help lower the teacher/student ratio in many classes while providing positive role models for our students. Claude Pepper teachers provide supervision to interns from both Barry University and Florida International University. Students leaving Claude Pepper after fifth grade will attend Hammocks and Arvida Middle Schools. The staff from

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Claude Pepper Elementary works closely with these middle schools on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school. Our principal serves as Lead Principal for the Feeder Pattern and many feeder pattern, region meetings are held on our campus.

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 Claude Pepper Elementary has been maintained at about 1,200 for the past five years. The Florida Department of Education grades Claude Pepper Elementary as an "A" school and we are also proud to state that we achieved all five of our School Improvement Plan goals for the 2001-2002 school year. Claude Pepper Elementary is also proud of receiving the Golden School Award for volunteer participation and we exceeded our United Way goal for student fundraising.

3.2 Competitors

This item explores the alternate schools available to students.

Claude Pepper Elementary School has lost students to several private schools in the area. These include: Calusa Preparatory School, Our Lady of Lourdes Catholic Elementary School, Spiral Tech Elementary Charter School, St. John Neumann Elementary School, Sunset Christian Academy, Sunset Preparatory School, and Heritage School. The Florida Department of Education grades Claude Pepper Elementary as an "A" school. The surrounding public schools are also "A" schools.

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.

Claude Pepper Elementary School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. Claude Pepper Elementary School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs. Parent workshops, including parenting skills, family math and science, and family reading evenings, plus a tutoring program and before and after-school care program provide high caliber services.

3.4 Dynamics

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

Claude Pepper Elementary does not envision any competitive changes that would cause the enrollment to decrease. We provide the least restrictive environment for pre-kindergarten and primary children in adjacent school communities.

4. CHALLENGES

4.1 Learning

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

The mobility rate at Claude Pepper Elementary is 26 percent. Attendance is at 95.15 percent, which is 115th out of 196 elementary schools; attendance rates are down from the prior year. Claude Pepper is an L & R Telecomputer Services school. Student tardies are also a problem that we will be addressing this year. Claude Pepper Elementary School's philosophy focuses upon intrinsic motivation, encouraging students to take pride in their own accomplishments, making and trying to achieve their personal learning and social goals. Many families have computers at home and are supportive of the school's determination to have students become information literate in a technological society.

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.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Claude Pepper Elementary does not have difficulty filling instructional positions. Many applicants are available to interview for each opening. No teachers are out-of-field. Many teachers are in the process of earning their ESOL endorsement. Results of the School Climate Survey indicate that our teachers are satisfied with our school. Teachers are encouraged to pursue professional growth activities; many workshops are available at the school site. All PACES evaluations are satisfactory.

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.

The School Climate Survey rates the school above the district's average. The school services a population that is 75 percent Hispanic, which necessitates the use of interpreters in many teacher/parent communications. However, the Child Development Project emphasizes tolerance and acceptance of others so teachers and students are equipped to deal with the demands of our multicultural school family.

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.

Claude Pepper Elementary School has identified several issues concerning challenges in process improvement. Among these are: Student scores on the FCAT reading test indicate that 24 percent of students are scoring at FCAT Achievement Level 1; Student scores on the FCAT mathematics test indicate that 21 percent of students are scoring at FCAT Achievement Level 1 although the average score did increase over last year; and teachers are feeling the need for more collaboration to coordinate efforts to improve these test scores. Claude Pepper Elementary has been on the fore-front in innovations in teaching: implemented an inclusion model for teaching ESE students within a regular classroom, provided a Extended Foreign Language (EFL) for teaching students curriculum in English and Spanish, developed a literature based program using trade books, and developed rubrics for evaluating reading comprehension/writing, mathematics, and science. In addition teachers are committed to the pursuit of excellence by their involvement on EESAC, the "A" Team (curriculum leadership team), the Library Advisory Committee, as well as grade level and family groups.

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.

Claude Pepper Elementary School will continue to involve parents in their children's educational program. Attendance programs that include being on time will be strengthened. The Child Development Project supports our goals for stressing the connection between activities of the students at school and the skills needed to be an effective citizen in a democratic society. Workshops in family math and science will be continued. Many family reading nights have been planned. Through a collaborative project with the Miami-Dade Public Library parents are invited for an evening to participate in a library card sign-up event and to become aware of the resources available through their neighborhood library. The Academy of Reading a technologically supported program, Accelerated Reader, and other reading promotions, will be encouraged both in the classroom and in the media center.

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.

In response to concerns regarding our students' test scores, Claude Pepper Elementary has hired a Curriculum Specialist to coordinate efforts to better serve these students' needs. The "A" Team and EESAC will continue to identify and solve problems regarding curriculum. Teachers have always been encouraged to participate in professional development, and this will continue.

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.

Claude Pepper Elementary School continues to encourage parents and community members to come into the school. Pre-kindergarten and kindergarten orientations are held prior to the opening of school. In October, Open House is held in split sessions to accommodate parents who have more than one child in the

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

school. A coffee for volunteers is scheduled early in the year to solicit parents to serve in the classrooms. The "Breakfast with the Principal" program is very popular and will continue this year. The school's website is designed to involve student and parent participation in the many projects undertaken throughout the school year.

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.

Claude Pepper Elementary School has identified several issues concerning challenges in process improvement. Among these are student scores on the FCAT reading test indicating that 28 percent of third grade students and 27 percent of fourth grade students scored at FCAT Achievement Level 1, and on the FCAT mathematics test, 18 percent of third grade students and 24 percent of fourth grade students scored at Achievement Level 1. In order to address this need a curriculum specialist is working with the faculty and students to develop strategies to address these needs. Targeted students will be provided with tutorial opportunities. Teachers will continue to share workshop information at their monthly grade level meetings and faculty meetings. Teachers will be encouraged to continue to pursue professional development opportunities.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Academy of Reading®	2-5	Oct. '96
Accelerated Reader	3-5	Oct. '00
Competency Based Curriculum (CBC)	K-5	Oct. '94
Comprehensive Reading Plan	K-5	Sep. '97
Extended Foreign Language Program	K-4	Sep. '98
Intensive Care Tutorial (ICT)	3	Sep. '02
Sunshine State Standards (SSS)	K-5	Sep. '95
Gifted	1-5	Sep. '91
Academic Excellence Program (AEP)	2-5	Sep. '95

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Oct. '94
Sunshine State Standards (SSS)	K-5	Sep. '95
Extended Foreign Language Program	K-4	Aug. '98
Gifted	1-5	Sep. '91
Academic Excellence Program (AEP)	2-5	Sep. '95

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Oct. '94
Sunshine State Standards (SSS)	K-5	Sep. '95
Gifted	1-5	Aug. '91

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Oct. '94
Sunshine State Standards (SSS)	K-5	Sep. '95
Gifted	1-5	Sep. '91

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Guided Reading	6	Apr. 29, '02
CRISS	24	Nov. 15, '01
FCAT Performance Tasks	18	Oct. 08, '01
FCAT Item Analysis	12	Feb. 15, '02
Soar to Success	1	Jan. 23, '02
Scott Foresman reading workshop	33	Jan. 30, '02
Houghton-Mifflin literature workshop	33	Feb. 13, '02
Harcourt literature workshop	33	Feb. 20, '02
SRI training	33	Apr. 24, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Scoring Writing Prompts	50	Sep. 12, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Math	18	May 07, '02
FCAT Performance Tasks	6	Oct. 01, '01
FCAT Item Analysis	6	Feb. 16, '02

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Bridges to Career in Science	6	Nov. 16, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
FANS	19	Jan. 18, '02

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
PACES Workshop	30	Dec. 06, '01
Functional Assessment of Behavior Teacher Training Workshop	4	Oct. 23, '01
Co-Teaching From Separate to Sensational	7	Sep. 17, '01
Building a Community of Learners	10	Aug. 06, '01
F.U.S.E. Training	7	Oct. 16, '01
Jostens/Compass Software	3	Oct. 17, '01
Introduction to Conflict Resolution	16	Nov. 08, '01
Introduction to Mediation	16	Nov. 09, '01
Alternate Assessment: IDEA Req., Accommodations & Modifications, Differentiating Instruction	7	Dec. 04, '01
ADHD Conference	1	Oct. 26, '01
ESE Workshop with Dr. Harris	65	Nov. 02, '01
Project BEAR training	6	Jan. 24, '02
Intellitools Training	2	Jan. 31, '02
Bilingual Workshop	2	Apr. 17, '02
Violence Workshop	2	May 03, '02
Counseling Workshop	3	May 07, '02
Linking Forces	1	May 16, '02

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

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

Budget:

EESAC reviewed the school budget. Items were discussed and clarified. The council recommended continuing the emphasis on materials needed to implement the Comprehensive Reading Plan and the Mathematics and Science Literacy – Bridges to Careers; to purchase new textbooks for reading; and to support the integration of technology across the curriculum.

Training:

EESAC members have provided input as to the staff development needs of the entire faculty, particularly relative to the science and mathematics initiatives currently being implemented schoolwide.

Instructional Materials:

EESAC members provided input regarding reading adoption materials as well as benchmarking books used to enhance the district's Comprehensive Reading Plan. It was also voted that funds should be made available to purchase Time For Kids for students at all grade levels.

Technology:

EESAC members provided advice and technical assistance in the creation of mini-labs in classrooms, software to be utilized, and personnel to be assigned in assisting the teachers and students in the school.

Staffing:

EESAC members have been instrumental in enhancing the pupil/teacher ratio by recommending the hiring of paraprofessionals to assist in classrooms in grades K-5. Security concerns were met by hiring additional part-time security personnel.

Student Support Services:

EESAC members recommended a continuous emphasis on the Child Development Project and activities that provide students with opportunities to develop their conflict resolution skills and to be a caring community of learners.

School Safety and Discipline:

Upon the recommendation of EESAC, a schoolwide Discipline Committee was created. Several strategies have been implemented that follow the Child Development Project philosophy of developmental discipline.

Other Matters of Resource Allocation:

EESAC made recommendations regarding many issues of importance for the general safety and security of the school. Among these recommendations was the need for more security in the building. EESAC funds were allocated to meet the needs for hourly paraprofessionals. FCAT enhancement funds were used to fund a full-time paraprofessional to work with students on specific reading needs.

Benchmarking:

EESAC made recommendations to purchase additional materials for benchmarking at all grade levels.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
A	C	C	C

2001-2002 Results	Reading	Math	Writing	Grade Points
% Meeting High Standards	68	62	80	210
% Making Learning Gains	72	75		147
Adequate Progress of Lowest 25% in the school?	75			75
Total School Grade Points	215	137	80	432

FCAT Sunshine State Standards (SSS) (all curriculum groups)

School Data Summary: (compare the last 4 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 03

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	170	282	28	18	34	18	2	173	299	18	23	40	17	2
2000-2001	184	289						184	294					

Grade Level: 04

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	177	297	27	16	31	20	6	179	291	24	21	42	12	0
2000-2001	220	288	35	20	27	16	3	220	280					
1999-2000	219	293	32	21	27	19	1							
1998-1999	193	293	28	23	33	15	2							

School Data Summary: (compare the last 4 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 05

Year	Reading						Mathematics							
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	215	283	27	19	33	16	4	212	317	24	30	30	15	1
2000-2001	235	285						234	314	29	24	21	18	7
1999-2000								215	308	28	32	26	12	2
1998-1999								183	317	20	37	29	12	2

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	174	3.4	2	1	14	5	22	14	25	7	9	0	1
2000-2001	211	3.4	1	2	2	4	36	16	26	5	6	0	0
1999-2000	215	3.3	1	2	7	5	34	20	21	7	2	0	0
1998-1999	193	3.1	2	2	12	13	28	18	21	1	2	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	84	3.4	2	1	15	2	21	14	30	6	7	0	0
2000-2001	113	3.3	1	3	3	4	43	16	20	4	5	0	0
1999-2000	108	3.2	1	2	6	6	37	21	17	6	2	0	0
1998-1999	99	2.9	3	3	17	10	33	16	13	0	2	0	0

Test Prompt: Narrative

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	90	3.4	1	0	13	8	23	13	21	8	10	0	1
2000-2001	98	3.5	2	2	2	4	27	16	33	6	6	1	0
1999-2000	107	3.3	2	2	7	3	32	18	26	7	2	0	0
1998-1999	94	3.3	1	1	6	17	22	20	30	1	1	0	0

School Name: Claude Pepper Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 1

State Goal #: 3 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Reading test indicate that 68 percent of students have met the state required mastery level, 72 percent have made annual learning gains and 75 percent out of the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains. Results of the 2002 FCAT reading test indicate that 32 percent of students did not meet the state mastery level, 28 percent did not make annual learning gains, and 25 percent of the students scoring in the lowest 25 percent did not make annual learning gains.

Objective

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs) and intervention strategies from the curriculum specialist, students in grades two and three who have been identified as low achievers will improve their benchmark scores by an average of 20 percent on the Oral Reading and Comprehension of Benchmark Books checklist from September 2002 to May 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if the identified low achieving students in grades two and three increase their benchmark scores by an average of four points on the Oral Reading and Comprehension of Benchmark Books checklist.

Evaluation:

This objective will be evaluated by comparing the scores on the May 2003 Oral Reading and Comprehension of Benchmark Books checklist with those of the October 2002 Oral Reading and Comprehension of Benchmark Books checklist.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Browne, JoAnn		Del Valle, Irene		Miller, Lysabeth	
Cushman, Susan		Fleites, Angeles		Santana, Concepcion	
Lee, Barbara		Kames, Joann			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide intensive instruction, in small groups or by individual student, in the SSS GLEs, as budgetary constraints allow, to the targeted group.	*Curriculum Specialist, Reading Department Chair	Intensive Care Tutorial	Sep. '02	Jun. '03
2 . Provide professional development activities in reading for selected teachers in kindergarten through grade five.	*Curriculum Specialist, Reading Department Chair, Assistant Principal	Florida Department of Education Office of School Improvement programs Sunshine State Standards	Sep. '02	Jun. '03
3 . Increase the use of Accelerated Reader and Reading Academy in grades three through five.	*Curriculum Specialist, classroom teachers, Library Media Specialist, Principal, Computer Specialist	Accelerated Reader reading quizzes, Reading Academy, FCAT Explorer	Sep. '02	Jun. '03
4 . Inform parents of strategies that can be used to support reading achievement through print information handed out at open house and parent meetings.	*Principal, Curriculum Specialist, Reading Department Chair, classroom teachers	Just Read Florida!, Jim Trelease Read Aloud Handbook, FCAT Explorer	Sep. '02	Jun. '03
5 . Continue to use the philosophy and materials of the Child Development Project (CDP) to support character education through literature.	*Child Development Program Chair, Principal, Media Specialist, classroom teachers	Child Development Project materials, Pegasus, CRISS	Sep. '02	Jun. '03
6 . Increase exposure to all genres of literature at all grade levels.	*Curriculum Specialist, Library Media Specialist, Reading Department Chairs, classroom teachers	Trade books, classroom libraries, library books, books on tape, Lasting Impressions	Sep. '02	Jun. '03

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.

School Name: Claude Pepper Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal # 1

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Writing test indicate that 80 percent of students have met the state required mastery level. Results of the 2002 FCAT Writing test indicate that 20 percent of students have not met the state required mastery level.

Objective

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), an increase in schoolwide writing instruction and increased practice responding to writing prompts, students in grades three through five will demonstrate a five percent increase in writing on the district developed post-test as compared to the pretest.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students in grades three through five will demonstrate a five percent increase on the district developed posttest as compared to the pretest.

Evaluation:

This objective will be evaluated by comparing the scores of the April 2003 posttest with the September 2002 pretest. Bi-monthly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Cushman, Susan		Browne, JoAnn		Fleites, Angeles	
Del Valle, Irene		Kames, Joann		Lee, Barbara	
Miller, Lysabeth		Santana, Concepcion			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide intensive instruction, in small groups or by individual student, in the SSS GLEs, as budgetary constraints allow, to the targeted group.	*Curriculum Specialist, Reading Department Chair, classroom teachers	CRISS strategies	Sep. '02	Jun. '03
2 . Provide professional development activities in writing for selected teachers in kindergarten through grade five.	*Curriculum Specialist, Reading Department Chair, Assistant Principal	CRISS Training, Training in FCAT Writes	Sep. '02	Jun. '03
3 . Conduct specific parent involvement activities to increase parental participation in writing workshops.	*Curriculum Specialist, Reading Department Chair, Assistant Principal, classroom teachers	Florida Department of Education Office of School Improvement programs	Sep. '02	Jun. '03
4 . Emphasize narrative writing in grades kindergarten through three and expository writing in four and five.	*Curriculum Specialist, Reading Department Chair, classroom teachers	FCAT Writes Training Materials, Time for Kids, FCAT Explorer	Sep. '02	Jun. '03
5 . Continue to use the philosophy and materials of the Child Development Project (CDP) to support students written responses to literature.	*CDP Chair Principal, classroom teachers, Curriculum Specialist	Child Development Project materials, Pegasus materials, CRISS materials	Sep. '02	Jun. '03

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.

School Name: Claude Pepper Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal # 1

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

The results of the 2002 FCAT Mathematics test indicate that 62 percent of students have met the state required mastery level and that 75 percent have made annual learning gains. The results of the 2002 FCAT Mathematics test indicate that 28 percent of students have not met the state required mastery level and that 25 percent have not made annual learning gains.

Objective

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs) and the intervention of the curriculum specialist, performance of students in grades three through five will increase by ten percent as measured on the FCAT pretest administered 2002 compared to the FCAT posttest administered in 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students in grades three through five increase their performance by 10% as measured on the FCAT pretest administered in 2002 compared to the FCAT posttest administered in 2003.

Evaluation:

This objective will be evaluated by comparing the FCAT posttest administered in 2003 with the FCAT pretest administered in 2002. Progress tests will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Browne, JoAnn	Cushman, Susan	Del Valle, Irene			
Fleites, Angeles	Kames, Joann	Santana, Concepcion			
Miller, Lysabeth	Lee, Barbara				

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide intensive instruction, in small groups or by individual student, in the SSS GLEs, as budgetary constraints allow, to the targeted group.	*Curriculum Specialist, Mathematics Department Chair	District FCAT pre/posttest	Sep. '02	Jun. '03
2 . Provide professional development activities in mathematics for teachers in kindergarten through grade five.	*Curriculum Specialist, Mathematics Department Chair	Florida Department of Education Office of School Improvement: Wave #19, Best Curriculum Strategies for Mathematics	Sep. '02	Jun. '03
3 . Conduct specific parent involvement activities to increase parental participation in mathematics workshops.	*Curriculum Specialist, Mathematics Department Chair, Principal	Child Development Project materials, Region VI Math/Science Educational Specialist	Sep. '02	Jun. '03
4 . Provide access to FCAT Explorer for fourth and fifth grade students.	*Assistant Principal, classroom teachers	FCAT Explorer	Sep. '02	Jun. '03
5 . Continue to use the philosophy and materials of the Child Development Project (CDP) to support character education through cooperative learning with mathematics related activities.	*CDP Chair, Curriculum Specialist, Mathematics Department Chair, Principal, classroom teachers	Child Development Project materials	Sep. '02	Jun. '03

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.

School Name: Claude Pepper Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal # 1

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Scores on the 2001 and 2002 SAT Science Test indicate that the median score for students fell in the 41st percentile. Forty-one percent of students scored above the medium. Fifty-nine percent of students scored below the national percentile rank of 50 percent.

Objective

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs) and the assistance of the Feeder Pattern Science Specialist, students in kindergarten through fifth grade will participate in a minimum of one inquiry-based science experiment using the Five E Model (engage, explore, explain, elaborate, evaluate) each grading period as documented by teacher logs.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students in grades kindergarten through five complete a minimum of one inquiry-based science experiment using the Five E Model (engage, explore, explain, elaborate, evaluate) each grading period.

Evaluation:

This objective will be evaluated by examining the teacher logs in May 2003 to determine that students in kindergarten through fifth grade have participated in a minimum of one inquiry-based science experiment using the Five E Model each grading period.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Browne, JoAnn	Cushman, Susan	Del Valle, Irene			
Fleites, Angeles	Kames, Joann	Lee, Barbara			
Miller, Lysabeth	Santana, Concepcion				

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide science lab activities for students in grades four and five.	*Principal, Science Department Chairs, classroom teachers	Region VI Math/Science Educational Specialist	Sep. '02	Jun. '03
2 . Provide on-site staff development for selected teachers in the area of science.	*Science Department Chairs	Region VI Math/Science Educational Specialist Sunshine State Standards	Sep. '02	Jun. '03
3 . Promote parent participation through continued outreach activities such as PTA sponsored events, open classroom visitation, and breakfasts with the principal.	*Principal, Science Department Chairs, classroom teachers	Region VI Math/Science Educational Specialist	Sep. '02	Jun. '03
4 . Continue to use the philosophy and materials of the Child Development Project (CDP) to support character education through cooperative learning with science related activities.	*Child Development Project Chair, Principal, Science Department Chairs, classroom teachers	Child Development Project materials Region VI Math/Science Educational Specialist	Sep. '02	Jun. '03
5 . Provide training in the use of Full Option Science System (FOSS) materials.	Science Department Chairs, classroom teachers	FOSS materials	Sep. '02	Jun. '03

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.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed ***all*** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

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 EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.