

School Name and Number : 2651 - Kendale Lakes Elementary School

School Performance Excellence Plan

Principal: Linette Coleman

Telephone #: (305) 385-2575

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: 2651 - Kendale Lakes Elementary School

2002 School Performance Grade: A

Vision/Mission/Belief Statement(s):

VISION: Kendale Lakes Elementary School's vision is to provide organizational strategies that reflect quality leadership, commitment to excellence, and self-actualization for all stakeholders.

MISSION: Kendale Lakes Elementary School's mission is to provide a productive, secure learning environment whereby students will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential.

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:

- IIa. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- IIb. 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.
- IIc. Reduce school overcrowding.
- IId. Increase skills, knowledge, and professionalism of school staff.
- IIe. Increase the number of educationally productive partnerships with the community.
- IIf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- IIg. 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:

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

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Kendale Lakes Elementary School

Kendale Lakes Elementary School (KLES) is located in a suburban middle class, multiethnic community in the southwest section of Miami-Dade County, Florida. The school serves 1080 students from pre-kindergarten to fifth grade and houses an Exceptional Education Center. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profiles, the Florida Comprehensive Assessment Test-Norm Referenced Test results, the Stanford Achievement Test-9, Florida Comprehensive Assessment Test Writes results, the 2001-2002 School Improvement Plan results, the School Climate Survey, and the Miami-Dade County Public Schools Statistical Highlights 2001-2002, Kendale Lakes Elementary School's staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as schoolwide priorities for the 2002-2003 school year:

Given use of the Sunshine State Standards, the percentage of fifth grade students scoring at Level 1 on the FCAT Reading Test will decrease by five percent from 39 percent to 34 percent when comparing the Spring 2003 FCAT Reading Test results to the Spring 2002 FCAT Reading Test results.

Given an increase in schoolwide writing instruction through the use of Writing Across the Curriculum strategies and increased practice responding to writing prompts, students in grade two will demonstrate a ten percent increase in the average score as measured by the district writing pre-test administered in September 2002 when compared to the district writing post-test administered in May 2003.

Given instruction using the Competency-Based Curriculum, students in grades three, four, and five will achieve an average composite grade level gain of fifteen percent, when comparing the Scott Foresman pre-test mathematics inventory administered in September 2002 to the post-test Scott Foresman mathematics inventory administered in May 2003.

Given increased attention to science instruction utilizing basal science materials, students in grades Kindergarten-Five will demonstrate their awareness of science knowledge and concepts as evidenced by an average of 12 science portfolio entries during the 2002-2003 school year as documented in teachers' logs.

In order to reach these goals, Kendale Lakes Elementary School's (KLES) participants/stakeholders have made appropriate suggestions and commitments. Among the strategies to be implemented are the Peacefully Resolving our Unsettled Differences Program (PROUD), continued staff development, site-based workshops, demonstration lessons, and collegial exchanges. Emphasis will be placed on real life demonstrations, higher order cognition development and transfer, social skills, and community involvement.

As our mission statement emphasizes, we are determined to prepare all students to be lifelong learners. These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (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.

Kendale Lakes Elementary School (KLES) offers quality instructional programs and services to all students in grades pre-kindergarten through five, utilizing the Sunshine State Standards. Our school also provides individualized instruction, services, and accommodations to emotionally handicapped, severely emotionally disturbed, and language impaired students. Strategies for instruction are provided in classrooms that are enhanced and enriched with technology, stimulating materials, and creative teaching techniques. Home learning is supported through school to home collaborations. A variety of venues are used to keep parents and teachers connected: weekly newsletters, school web-site, daily reading logs, and periodic progress notes.

1.2 Culture

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

Vision: Kendale Lakes Elementary School (KLES) enriches the community through: the sharing of the cultural heritage of the students, parents, and the community; the provision of the best educational experiences to our stakeholders; the extension of the services of the school to encompass the needs of the whole individual; and functions as a collaborative center for community networking. Our vision is to provide organizational strategies that reflect quality leadership, commitment to excellence, and self-actualization for all stakeholders.

Mission: Our actions, as parents and teachers, will provide a productive, secure learning environment whereby students will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential. We, the staff and community of Kendale Lakes Elementary School, resolve to: participate successfully in a multicultural society; function in a global economy; demonstrate the skills of lifelong learners; make thoughtful, socially responsible decisions that will result in physical, emotional, social, and intellectual alertness. "In time of change, it is the learners who will inherit the earth..."

Core Values: The stakeholders of Kendale Lakes Elementary School support and uphold beliefs that provide for equity and quality driven standards for all. We are committed to equal access to all services by all, quality delivery of instruction to all and to the development of multicultural sensitivity to our pluralistic society by all. We also believe that our collective success is interdependent. Therefore, the school should serve as a hub where the full potential of all can be achieved. We believe that students, parents, employees, and community members are all responsible for the advancement of democratic principles that we live by.

1.3 Human Resources

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

Kendale Lakes Elementary School (KLES) is the work base for approximately 86 full-time staff members and 42 part-time staff members. Of the full-time staff, there are three administrators; one principal and two assistant principals. There are 69 classroom teachers at Kendale Lakes Elementary School; 41 basic education teachers and 28 exceptional student education teachers. Three full-time counselors provide effective strategies for the social and emotional well being of our students. Six secretaries manage the clerical demands of our staff, students, and parents. Six full-time custodians and one part-time custodian maintain the facility. Six full-time paraprofessionals assist with our Exceptional Education Center and basic education curriculum. The entire instructional staff is degreed personnel; 2% hold a Doctorate's Degree, 38% hold Masters' Degrees, 10% hold Specialist Degrees and 50% have Bachelor's Degrees.

1.4 Building Resources

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

Kendale Lakes Elementary School (KLES) is a suburban learning community of approximately 1080 students located in the western corridor of Metropolitan Dade-County, Florida. The facility is twenty-six years old, opening in 1975. It is a shared school/park site on 16 acres of land. The facility was designed using

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

the once popular open space/open setting classroom concept called the P.O.D. The facility has an annex building, which opened in 1991. There are 10 classrooms in the building. All rooms are wired and retrofitted for technology. There is 100% Internet access by all classes. We enjoy an intraschool phone system, voice mail, and e-mail systems. Closed-circuit television service is provided to all classrooms. The school has recently renovated its cafeteria with a new ceiling, flooring, and tables. We are also especially proud of the purchase of forty 64-key electronic keyboards to be used in our music lab to encourage appreciation and participation in the arts.

1.5 Constraints

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

Kendale Lakes Elementary School (KLES) adheres to a policy of nondiscrimination in serving and accessing all educational programs and services, employment practices, and accommodations for individuals with disabilities. Categorical adherence to labor laws PL.93-508 and Florida Statute 295.07 govern our interactions with all stakeholders.

The school's staff and students are subject to I.D.E.A. (Individuals with Disabilities Education Act) rules and regulations for addressing the needs of disabled students. The school is subject to all requirements of the Florida Department of Education and the Miami-Dade County School Board rules. The Sunshine State Standards and the District's Competency-Based Curriculum strategies are implemented throughout the school.

The suggestions of the parent organization, student representatives, and concerned citizens also strongly influence the action of this.

2. RELATIONSHIPS

2.1 Student

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

Kendale Lakes Elementary School (KLES) serves 1080 students from neighboring communities. This population includes 52% of the students in the basic education curriculum, 41% in the exceptional education program, and 7% considered at-risk. Of the 1080 students, 16% are limited English proficient, and 49% are economically disadvantaged. The ethnic/racial make-up of the student population is 20% white non-Hispanic, 72% Hispanic, 4% black non-Hispanic, and 4% multi-racial. The school's mobility rate is 24%.

The Kendale Lakes Elementary School parent and staff organization has been especially sensitive to the needs of its large ESE population. There are approximately 300 identified ESE students at Kendale Lakes Elementary School. Numerous modifications are made to accommodate the needs of these students. We offer numerous class configurations including self-contained, resource, mainstream, and inclusion classes. Reduced class sizes are offered to maintain behaviors that are appropriate and conducive to learning. Multiple counselors and mentoring models are utilized to support conflict resolution that is fair and peaceful. Extracurricular activities are provided to all that wish to participate. For example, we offer chorus, instrumental music, chess club, after-school tutoring, Florida Future Educators Club, Audiovisual Club, and Safety Patrol.

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.

Kendale Lakes Elementary School (KLES) is linked to the community in many ways. Each year, the school offers an orientation for parents within the first two weeks of school through our Community Participation program. We offer three back-to-school nights for parents. Our exceptional student parents and gifted have a night of parent meetings. Then, our primary students in grades pre-kindergarten through second have a night orientation, and grades three through five have a night of activities. Parents are surveyed at the end of each year for suggestions and feelings about programs offered at our school. Monthly events that emphasize cultural sensitivity are scheduled beginning in October to highlight cultural events in our community i.e., October – Hispanic Heritage and ESE month, November – Community Goodwill, December – Global Holiday Celebration, etc. The Family Network on Disabilities meets for monthly parent sessions here at KLES to discuss topics of interest such as medication intervention, inclusion, diet, and the ESE child advocacy.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

A joint agreement with the YMCA has been established here at Kendale Lakes Elementary School. We now provide intramural soccer, basketball, and cheerleading for interested students and coaches. Another successful joint venture has been a banking program with Washington Mutual Bank. Students are learning about careers in finance and how to manage their money.

The parents of our students are busy, working class people. They are keenly aware of their parental responsibilities and most are computer literate. The busy parents of our KLES students utilize our before and after-school services in record numbers. They are glad to share in the decision-making processes of our school through EESAC and the parent organization.

2.3 Human Resources

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

The Kendale Lakes Elementary School's (KLES) faculty and staff are privileged to have a plethora of professional development opportunities. Each teacher develops a professional development plan (PDP) that aims to enhance and expand his or her teaching knowledge. The most frequent training requests have been in the areas of reading and writing improvement. The Educational Excellence School Advisory Council has voted to provide computer literacy classes to all teachers the past three years. This will continue this year. The council has paid for attendance by grade chairperson to the Florida Reading Council and for our counselors to attend a conference on intergroup relations. All training has a direct correlation to our performance excellence plans.

Contributions to success and progress are celebrated daily. We announce awards and recognition at staff meetings and parent meetings. Daily attendance is announced each day over the public address system. Quarterly awards celebrations are held to recognize citizenship, conduct, attendance, and academic achievement. All parents and teachers are invited. Weekly newsletters highlight what is happening at KLES. The school climate survey results and huge demands for out-of-area transfers and vouchers to our school indicate that Kendale Lakes Elementary School is a good place to work and learn.

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.

Kendale Lakes Elementary School (KLES) has enjoyed a mutually beneficial relationship with several institutions of higher learning, both private and public, for more than 10 years. Future teachers and interns from Florida International University, Barry University, University of Miami, and Miami-Dade Community College assist us by providing additional teacher support, supervision, and tutoring for our students. Parent volunteers and Dade Partners from the business sector also have partnership alliances with our school to help our students.

Local businesses such as Pizza Hut, Burger King, Costco, and Washington Mutual Bank have been invaluable in providing additional financial and in-kind support to our school. Many leaders have volunteered to serve as "Principal for the Day", sharing their ideas and recommendations for a successful school career.

The Boy Scouts of America have completed enhancement projects here as a way of giving back to our school. Two picnic areas equipped with benches and planters were designed for our students. Our facility is utilized for meetings by our local homeowners and is a polling precinct for citizens. KLES is committed to effective and efficient procedures that promote positive relationships in our community.

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.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Kendale Lakes Elementary School's (KLES) enrollment has remained steady for the past five years, usually ranging between 1050-1150 students. The Florida Department of Education, under Governor Bush's plan, has graded Kendale Lakes Elementary School as an "A" school. We are especially proud of the distinction as a Golden School Award site for having more than 1100 volunteer hours for more than 25 consecutive years.

3.2 Competitors

This item explores the alternate schools available to students.

Kendale Lakes Elementary School (KLES) has several contiguous high performing schools in very close vicinity. The population of all the elementary schools in the Sunset Senior and Felix Varela Senior feeder patterns are very similar. We are challenged daily to remain competitive with the other schools. Of the nine elementary schools in the area, only two are "A" schools. Kendale Lakes Elementary School is one of them. We must have continuous improvement to maintain this status.

In addition to the public schools, there are several private and/or parochial schools close by. Sunset Preparatory School, Good Shepherd School, Our Lady of Lourdes, Westwood Christian and many others are competing for our children. There is also one charter school, Spiral Tech School, which is in the market for students. KLES is proud and protective of its reputation as a great place for children to learn.

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.

Kendale Lakes Elementary School (KLES) encourages open, innovative, and creative ways of working together to achieve our vision of quality life for all stakeholders. Decision making power is shared and monitored. The concerns, opinions, and interests of staff, students, and parents are reflected in our internal decisions. Quality educational experiences are planned for all children with given timelines pre-established for maximum instruction. All assessments and skills delivery models are outlined on the calendar so that teacher's instruction and student learning potential is maximized. A timeline by month chronicles skills to be taught in preparation for district, state, and schoolwide assessments.

Budgetary allocations are monitored closely for fiscal compliance with school board rules and state laws. Dollars allocated for students are spent in the earmarked areas to benefit learning. Technology and science materials are our targeted expenditure areas this year. Kendale Lakes Elementary School provides a multidisciplinary approach to delivery of instruction for students. Ongoing receptive and expressive communication occurs between the leadership of the school and stakeholder groups. Learning at Kendale Lakes Elementary School far exceeds the minimum. High expectations, quality planning, managed behavior, and enrichment activities demonstrate our commitment to quality standards.

3.4 Dynamics

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

Enrollment at Kendale Lakes Elementary School (KLES) remains steady. However, the population demographics are ever evolving. Neighboring schools are very competitive with similar changing demographics. The population is increasingly more multilingual. The residents are usually renters as compared to previous years when residents were first time homeowners. The area is a very attractive realty location. It is in the fastest growing corridor of Miami-Dade County. Each time a new school is built, very little relief is provided because the numbers remain the same. The EESAC has determined that surrounding schools are assets in that they keep us striving to be competitive in the learning community.

Recent awards by the Bill Gates Foundation and the Quality School Zone Program have enhanced our acquisition of technology hardware and software for use by teachers and students. Growing numbers of businesses in our neighborhood suggest that this area will remain quantitatively stable. Additionally, these new businesses offer more opportunities for partnerships in learning.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

4. CHALLENGES

4.1 Learning

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

Kendale Lakes Elementary School's (KLES) student body is very stable when compared to schools that have high mobility indexes. The students come to school at a rate that is average when compared to the other 199 elementary schools. We are constantly seeking ways to increase attendance that would place us in a higher range. This is an area where we are not as competitive as surrounding schools.

Home learning is highly supported by our parents. The parents constantly seek more opportunities for student learning that connects the home to the school. Most students have access to technology with e-mail Internet capability at home.

Home visits by our counselors and social workers have revealed a growing number of extended families in our community. Student's families are increasingly more qualified for free and reduced meals programs, government assistance with medication, daily child-care and uniform vouchers.

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.

Kendale Lakes Elementary School (KLES) is proud of its core of qualified, professional educators. We presently have no teachers placed in programs for which they are not certified. Our goal is to have every teacher add ESOL to his or her present certification. There are no teachers or staff in the prescription mode. All employees have performed their jobs satisfactorily. Attendance rates for staff are noteworthy; we have received redistributed funds each year as a result of reduced teacher absenteeism. We have three staff members new to the school. Each new member came as a result of voluntary transfer.

Teacher satisfaction is evident in the number of teachers who have been at this site for more than 25 years. Thirteen people are here who opened the school. Two openings occurred as a result of retirements. There is very little turnover of staff at Kendale Lakes Elementary School. Professional growth and quasi-leadership experience is offered for all that are interested.

Use of the Performance Assessment and Comprehensive Evaluation System (PACES) reveals that the teachers should provide greater use of high order questions and thinking skills during daily student instruction.

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.

Kendale Lakes Elementary School (KLES) has implemented several procedures to promote personal development. We are utilizing inner-school e-mail for staff messages, which is a change from written documents. Power point presentations are utilized for faculty meetings instead of written agendas. Student instruction using computers is encouraged. Some home learning activities for students now require use of basic work processing or Internet access. Given our increased use of computers we have launched a technology assessment survey tool to be completed by all teachers called TAGLIT – Take a Good Look at Instructional Technology.

We have identified some areas for further study and stakeholder input:

- Bilingual needs of parents vs. monolingual staff,
- maintaining present levels of performance,
- growing demand for vouchers,
- violent and hostile parent and/or students, and
- use of school credit card for purchases.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Kendale Lakes Elementary School (KLES) has identified several data point that might present challenges to the process of performance enhancement for students and staff. Among those issues are continuous improvement in the areas of mathematics, especially geometric functions and reading on the FCAT. In addition to these areas of the FCAT, we are also concerned about the number of students scoring in Level 1 on the FCAT Writes. Teachers have stressed the need for transitional classes for students who came during the middle of the year with little or no prior knowledge. Our efforts are being impacted by the need for excessive remediation of students who do not meet grade level requirements. Grade-level chairpersons have recommended early and thorough identification of deficit areas.

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.

Kendale Lakes Elementary School (KLES) has analyzed pertinent student performance data to isolate areas in the curriculum that need targeted and focused design and process support improvement. Some examples of these are:

Kendale Lakes Elementary School students have good attendance, yet the number of late arrivals and early dismissals is excessive. In order to address this concern, KLES has adopted a school-wide tardy policy. The EESAC will provide \$100.00 for awards and tokens to motivate prompt arrival by students.

Home learning is difficult to monitor and keep at high levels of completion. In order to improve the rate of return of home learning assignments, KLES teachers will contact parents when the number of missing assignments reaches three or more.

When asked about career choices, KLES students seem to have a very narrow scope of choices that they are selecting. In an effort to address this need, we have implemented a strong career awareness curriculum that involves a career research project for fifth grade, a career choice diorama for fourth graders, and career speakers for the entire school.

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.

Kendale Lakes Elementary School (KLES) has been involved in the portfolio assessment process for the past three years. This process requires comprehensive gathering, analysis, and synthesis of data. We took data from our student performance in standardized and local district tests. Then we compared our performance to neighboring schools with like population. This data revealed a weakness in our results, especially in reading. As a result, we began extensive inservice training for teachers in conjunction with the Florida Reading Council, District Reading Specialist, and the Accelerated Reader Corporation. We are once again looking to continue these strategies as recommended by the EESAC curriculum committee.

Analysis of our teacher training in ESOL issues and strategies revealed that we have a great need to train more teachers to instruct and assess students who are limited English proficient. The EESAC has recommended identification of additional teachers to begin ESOL certification classes.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Kendale Lakes Elementary School (KLES) has experienced a growing demand by parents of exceptional education students. They have voiced dissatisfaction in parent meetings over what they perceive as isolation of their children from the basic population. Based on these comments and suggestions, a series of inclusion workshops have been planned at the recommendation of the EESAC. Additionally, monthly parent meetings have been recommended so that ESE parents feel they have a voice in the school. A teacher liaison from the staff will attend these meetings.

Another issue of concern is the placement and planned use of newly acquired technology purchases. The technology committee has been asked to develop a long-range plan for purchase, dissemination, and utilization of technology acquisitions.

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.

Kendale Lakes Elementary School (KLES) has identified scientific process skills as a long-range improvement goal for the school. Over the past four years, we attempted to expand our implementation, instruction, and demonstration of scientific knowledge. We joined in a collaborative venture with district staff to train all teachers in the CRISS strategies for science. We began to have science journals for all students. We have students from local high schools come in to do chemistry demonstrations. We are now challenged with the process of how to integrate the cross curriculum pedagogy of science into all other subject areas. Monthly themes will be used to encourage and motivate use of science topics in reading, math, and language arts. The EESAC recommends some of this cross training to special area teachers, especially art, music, and p.e.

Teachers and administrators were recently made aware of the new character education curriculum. Our challenge is how to infuse these new materials without adding to teacher workload. The EESAC has recommended purchase of character lesson materials to accompany each monthly theme and place on a bulletin board in a strategic place in the school and provide lesson plans for all grades to share.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Comprehensive Reading Plan	K-5	Dec. '00
America Reads	1	Sep. '01
Academic Excellence Program (AEP)	4-5	Aug. '97
Accelerated Reader	K-5	Sep. '95
Book-It Programs	K-5	Aug. '97
Competency Based Curriculum (CBC)	K-5	Sep. '97
Do the Right Thing	3-5	Aug. '00
Extended Foreign Language Program	K-5	Aug. '93
Gateway to Success in Reading	K-5	Aug. '96
Youth Crime Watch	K-5	Aug. '00
Peacefully Resolving our Unsettled Differences (PROUD)	K-5	Aug. '00
Gifted	1-5	Sep. '93
Community Education Fee Supported Prekindergarten	PK	Sep. '92
High Scope Educational Approach	PK	Sep. '92
Sunshine State Standards (SSS)	K-5	Aug. '99

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Academic Excellence Program (AEP)	4-5	Aug. '97
Accelerated Reader	K-5	Sep. '95
Comprehensive Reading Plan	K-5	Dec. '00
Book-It Programs	K-5	Aug. '97
Competency Based Curriculum (CBC)	K-5	Sep. '97
Do the Right Thing	3-5	Aug. '00

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Extended Foreign Language Program	K-5	Aug. '93
Gateway to Success in Reading	K-5	Aug. '96
Youth Crime Watch	K-5	Aug. '00
Peacefully Resolving our Unsettled Differences (PROUD)	K-5	Aug. '00
Power Writing	K-5	Aug. '92
Sunshine State Standards (SSS)	K-5	Aug. '99
Gifted	1-5	Sep. '93
Community Education Fee Supported Prekindergarten	PK	Sep. '92
High Scope Educational Approach	PK	Sep. '92

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Academic Excellence Program (AEP)	4-5	Aug. '97
Competency Based Curriculum (CBC)	K-5	Sep. '97
Peacefully Resolving our Unsettled Differences (PROUD)	K-5	Aug. '00
Gifted	1-5	Sep. '93
Community Education Fee Supported Prekindergarten	PK	Sep. '92
High Scope Educational Approach	PK	Sep. '92
Sunshine State Standards (SSS)	K-5	Aug. '99

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Academic Excellence Program (AEP)	4-5	Aug. '97
Competency Based Curriculum (CBC)	K-5	Sep. '97
Youth Crime Watch	K-5	Aug. '00
Peacefully Resolving our Unsettled Differences (PROUD)	K-5	Aug. '00
Gifted	1-5	Sep. '93

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Community Education Fee Supported Prekindergarten	PK	Sep. '92
High Scope Educational Approach	PK	Sep. '92
Sunshine State Standards (SSS)	K-5	Aug. '99
Everglades National Park (4th Grade Program)	4	Sep. '92
Biscayne Nature Center for Environmental Education (BNCEE)	5	Sep. '92
Full Option Science Systems (FOSS)	K-5	Sep. '97
Miami Museum of Science Fifth Grade Program	5	Sep. '97
Windows on Science	K-5	Sep. '97

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Automated Literacy Levels	1	Oct. 04, '01
FCAT Instructional Procedure/Reciprocal Teaching	45	Jan. 21, '02
Project Right Beginning	10	Oct. 29, '01
Comprehensive Reading Plan	1	Oct. 23, '01
FCAT Reading/Math	5	Sep. 26, '01
Reading Adoption	1	Nov. 19, '01
Reading	1	Nov. 29, '01
Best Practices Language Arts	2	Dec. 06, '01
FCAT Reading	2	Apr. 16, '02
Guided Reading	5	May 14, '02
Project B.E.A.R.	4	Jan. 24, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Writing	1	Oct. 11, '01
Parent/Staff FCAT Writing	8	Oct. 23, '01
FCAT Writing	10	Nov. 02, '01
Zelda Glazer Writing Institute	3	Jun. 18, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Math	4	Dec. 06, '01
FCAT Reading/Math	3	Oct. 30, '01
Math/Science	1	May 06, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
USI Math and Science	1	Dec. 04, '01
All About Me	1	Feb. 01, '02
Nutrition Education	1	Feb. 28, '02
Math/Science	1	May 06, '02

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Inclusion	4	Sep. 10, '01
Sterling Award	2	Sep. 19, '01
Early Childhood	1	Oct. 11, '01
Special Olympics	1	Oct. 22, '01
Inclusion	3	Oct. 24, '01
Alternative Strategies	4	Oct. 25, '01
African American Curriculum	2	Nov. 14, '01
EH/SED Behavior Goals	1	Nov. 16, '01
Inclusion	2	Nov. 26, '01
Woodcock Johnson	1	Nov. 29, '01
New Procedures for EP	2	Dec. 07, '01
ESE Procedures	1	Dec. 10, '01
F.A.B.	2	Jan. 31, '02
Inclusion	1	Jan. 17, '02
Florida Teacher's Examination	1	Mar. 01, '02
PROUD	1	Mar. 01, '02
SED Network Classroom Intervention Project	1	Mar. 21, '02
Recording for the Blind & Dyslexic	1	Mar. 27, '02
Early Childhood	2	May 01, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Gifted	4	May 22, '02
HIV/AIDS	1	Jun. 30, '01
ESOL Training	10	May 29, '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:

The EESAC provided input relative to the use of tax dollar expenditures for personnel and Qualified Zone Academy Bonds for technology. The EESAC offered a plan for use of the A+ funds for the staff.

Training:

The EESAC recommended reading inservice activities for staff on teacher-directed reading strategies and recommended technology training for Internet research.

Instructional Materials:

The EESAC made recommendations for adoption of science textbooks and FCAT mathematics software. EESAC suggested adoption of the Houghton-Mifflin basal reading text.

Technology:

The EESAC recommended purchase of additional computers and the utilization of matching funds for that purpose. The EESAC further recommended the establishment of an additional computer lab.

Staffing:

The EESAC provided information to administration and school staff relative to assigning staff at new grade levels.

Student Support Services:

The EESAC provided information to administration and school staff relative to student support services in career development, school-to-work, and nonviolence. The EESAC further recommended parent training in the areas of science and exceptional student education.

School Safety and Discipline:

The EESAC recommended use of arrows to direct traffic in the building.

Other Matters of Resource Allocation:

The EESAC recommended utilization of A+ School Recognition monies for student incentives and staff bonuses.

Benchmarking:

The EESAC recommended use of benchmarking materials and additional purchase of reading materials 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	A	C	B

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	70	68	89	227
% Making Learning Gains	68	75		143
Adequate Progress of Lowest 25% in the school?	68			68
Total School Grade Points	206	143	89	438

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	177	286	37	11	25	23	3	179	298	25	17	32	23	3
2000-2001	165	278						167	281					

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	168	283	39	13	24	17	8	168	281	36	21	26	15	2
2000-2001	206	277	43	11	23	18	5	207	265					
1999-2000	180	288	36	13	26	22	4							
1998-1999	156	301	29	12	26	26	7							

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	206	265	39	17	27	14	2	205	306	34	22	21	18	5
2000-2001	207	265						210	295	37	22	20	20	2
1999-2000								182	298	34	25	25	13	4
1998-1999								166	308	30	25	25	19	1

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	167	3.4	8	1	10	6	19	5	23	10	17	0	0
2000-2001	206	3.1	14	0	11	5	22	10	19	8	8	0	0
1999-2000	178	3.2	4	1	15	5	29	13	20	3	7	1	1
1998-1999	161	3.1	4	5	8	10	27	19	19	3	2	1	1

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	83	3.3	12	1	6	6	24	6	20	8	16	0	0
2000-2001	101	3.1	12	1	10	5	26	9	22	10	4	1	0
1999-2000	89	3.2	6	0	16	6	25	16	18	4	8	1	0
1998-1999	79	3	5	5	8	10	32	16	20	1	1	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	84	3.5	5	0	14	6	13	5	26	11	19	0	0
2000-2001	105	3.1	15	0	11	5	19	10	17	7	11	0	1
1999-2000	89	3.1	3	2	13	4	33	10	21	2	6	1	1
1998-1999	82	3.3	4	5	9	10	22	21	18	5	2	2	2

School Name: Kendale Lakes Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1 2

State Goal #: 1 2 3 7

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 70 percent of students in grades three through five have met the state required mastery level. However, 30 percent of students in grades three through five did not meet the state required mastery level. Additionally, 68 percent have made annual learning gains and 32 percent of students assessed did not make learning gains.

Objective

Given use of the Sunshine State Standards, the percentage of fifth grade students scoring at Level 1 on the FCAT Reading Test will decrease by five percent from 39 percent to 34 percent when comparing the Spring 2003 FCAT Reading Test results to the Spring 2002 FCAT Reading Test results.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if the number of students in grade five scoring in Level 1 decreases by at least five percentage points.

Evaluation:

This objective will be evaluated by scores on the Spring results of the 2003 FCAT Reading Test. Accelerated Reader reports and district FCAT pre-test and progress tests will be used to monitor progress towards goals.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Mohamed, Aster	Lopez, Marjorie	Huggins, Jackie
Coleman, Linette	Slavit, Myles	
Cristobol, Henny	Terreros, Deborah	
Berger, Leigh	Ondrizek, Marian	

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 reading opportunities at all grade levels to build concepts across the curriculum that emphasize career awareness.	Assistant Principal	classroom libraries; video libraries on various careers;	Sep. '02	Jun. '03
2 . Provide continued inservice for teachers in research and techniques needed to implement the Competency-Based Curriculum, Sunshine State Standards, Comprehensive Reading Plan, POW/R, and the Accelerated Reader Program.	Assistant Principal	new basal reading textbooks; reading workshops on benchmarking; computer access to Internet	Sep. '02	Jun. '03
3 . Continue training in techniques used in the basal science program (which stresses higher order thinking skills and methods to transfer and coordinate these skills across the curriculum) as well as providing assistance as needed.	Science Resource Teacher	science basal; science equipment; science curriculum committee notes	Sep. '02	Jun. '03
4 . Collaborate with all grade levels to increase the use of the library and technology as motivational resources.	Media Specialist	grade-level meetings; technology training; faculty meeting reports; Accelerated Reader reports	Sep. '02	Jun. '03
5 . Provide parents with information to assist in child rearing, homework, tutoring, and reading readiness for school.	Principal	newsletter; parenting tips; parent notes	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: Kendale Lakes Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal #: 1 2

State Goal #: 2 3 4 7

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 89 percent of students in grades four met the state required mastery level. However, 11 percent of students in grade four did not meet the state required mastery level in writing performance.

Objective

Given an increase in schoolwide writing instruction through the use of Writing Across the Curriculum strategies and increased practice responding to writing prompts, students in grade two will demonstrate a ten percent increase in the average score as measured by the district writing pre-test administered in September 2002 when compared to the district writing post-test administered in May 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if the average writing score achieved by the students in grade two increases by at least 10 percent.

Evaluation:

This objective will be evaluated by comparing scores on district writing pre-test scores to district writing post-test scores. Monthly school site writing prompt response scores will be used to monitor progress towards this objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Mohamed, Aster	Berger, Leigh	Terreros, Deborah			
Coleman, Linette	Lopez, Marjorie				
Cristobol, Henny	Ondrizek, Marian				
Huggins, Jackie	Slavit, Myles				

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 writing prompts on School-to-Career topics across all grade levels as a means for all students to discover occupational interests.	Assistant Principal	monthly prompts; career writing assignments;	Sep. '02	Jun. '03
2 . Implement Sunshine State Standards/Competency-Based Curriculum at all grade levels and use the writing rubric for planning and evaluation.	K-5 Department Chairperson	writing assignments; writing paper; writing schedule	Sep. '02	Jun. '03
3 . Provide time, materials, and structure for implementation of on-site workshops and demonstration lessons in writing for all grades.	Principal	language arts block schedules; monthly prompts	Sep. '02	Jun. '03
4 . Provide instruction in the use of new technology and materials that complement school improvement efforts in writing skills.	Media Specialist	technology programs on disk; student writing portfolios	Sep. '02	Jun. '03
5 . Coordinate schoolwide articulation meetings for students and parents to strengthen techniques for writing instruction.	Assistant Principal Teachers	projectors; video recorders; handouts	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: Kendale Lakes Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal #: 1 2

State Goal #: 2 3 7

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 Math Test indicate that 68 percent of students in grades three, four, and five have met the state required mastery level. However, 32 percent of students in grades three, four, and five did not meet the state required mastery level. Additionally, 75 percent of students in grades three, four, and five made learning gains in math while 25 percent did not make learning gains in math.

Objective

Given instruction using the Competency-Based Curriculum, students in grades three, four, and five will achieve an average composite grade level gain of fifteen percent, when comparing the Scott Foresman pre-test mathematics inventory administered in September 2002 to the post-test Scott Foresman mathematics inventory administered in May 2003.

Definition of Adequate Progress:

Identified students in grades three, four, and five will achieve a 15 percent or more increase in performance when scores are compared from fall to spring administration of inventory test.

Evaluation:

The Scott Foresman end of the book test will be used as the pre-test and as the post-test. District FCAT pre-test and progress tests will be used to monitor progress.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Mohamed, Aster	Berger, Leigh	Terreros, Deborah			
Coleman, Linette	Lopez, Marjorie				
Cristobol, Henny	Ondrizek, Marian				
Huggins, Jackie	Slavit, Myles				

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 students across all grade levels with a variety of mathematical techniques that emphasize the preparation, development, and implementation of critical thinking skills as applied to real-life situations.	Assistant Principal	math portfolios; math manipulatives; mental math drills	Sep. '02	Jun. '03
2 . Utilize the mathematics Competency-Based Curriculum program so that students will develop number concepts, computation, and application skills as preparation for SSS competencies.	Assistant Principal	FCAT math task cards; math basal; copies of SSS, CBC	Sep. '02	Jun. '03
3 . Provide staff development and collaborative planning time for teachers on research, materials, and activities which will enhance classroom mathematics instruction.	Principal	printed materials; Internet	Sep. '02	Jun. '03
4 . Encourage the home/school partnership in the mathematics progress of each student as evidenced by the degree and quality of monitored home learning.	Assistant Principal	math home learning; progress reports; report cards; pre-tests, post-tests	Sep. '02	Jun. '03
5 . Increase use of computers to develop, reinforce, and enrich mathematics competencies.	Principal	in-class computers; computer lab; computer drills	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: Kendale Lakes Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal #: 1 2

State Goal #: 2 3 4 5 7

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 Stanford Achievement Test, Ninth Edition, Science Test indicate that 42 percent of students in grade five met the state required mastery level. However, 58 percent of students in grade five did not meet the state required mastery level.

Objective

Given increased attention to science instruction utilizing basal science materials, students in grades Kindergarten-Five will demonstrate their awareness of science knowledge and concepts as evidenced by an average of 12 science portfolio entries during the 2002-2003 school year as documented in teachers' logs.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if classes in grades two, three, four, and five produce an average of twelve entries in their science logs as documented through teacher checklist.

Evaluation:

This objective will be evaluated by records or teachers' logs. Periodic reports of progress will be made by grade chairs and administrators to monitor progress.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Mohamed, Aster	Berger, Leigh	Terreros, Deborah			
Coleman, Linette	Lopez, Marjorie				
Cristobol, Henny	Ondrizek, Marian				
Huggins, Jackie	Slavit, Myles				

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 opportunities for students to explore career choices and develop critical thinking skills in the field of science at all grade levels.	Assistant Principal	science basal; field trips; speakers on science careers; science manipulatives; science fair	Sep. '02	Jun. '03
2 . Utilize the Competency-Based Curriculum to develop the scientific process and critical thinking skills.	Department Head	professional development notes in science skills; science videos; weather on wheels materials	Sep. '02	Jun. '03
3 . Increase use of interactive multimedia for science instruction.	Media Specialist	computer software; science websites	Sep. '02	Jun. '03
4 . Continue to provide inservice on multimedia and hands-on science instructional materials.	Science Resource Teacher	Intel training for teachers; multi-media equipment; science in-service training	Sep. '02	Jun. '03
5 . Continue schoolwide, kindergarten-five science fairs to provide opportunities for demonstrating knowledge of the scientific process to parents and the community.	Principal	science boards; science portfolios; science fair; science fair awards	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.