

School Name and Number : 5951 - Whispering Pines Elementary School

School Performance Excellence Plan

Principal: Ruth A. Alperin

Telephone #: (305) 238-7382

High School Feeder Pattern: 7731 - Miami Southridge Senior

Region: Region VI

Board District #: 9 - Ms. Betsy H. Kaplan

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: 5951 - Whispering Pines Elementary School

2002 School Performance Grade: A

Vision/Mission/Belief Statement(s):

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

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

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:

- 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

Whispering Pines Elementary School

Whispering Pines Elementary is a school with approximately 804 students. Approximately 284 of the students are on out-of-area transfers from neighboring communities. Parent involvement is high. The students, teachers, and parents work together in a collaborative effort to maintain high academic standards. Whispering Pines Elementary offers a Gifted Program (Discovery), a program for varying exceptionalities and emotionally handicapped students and the Extended Foreign Language Program. In the Fall of 1998, three pre-kindergarten classes were opened, currently adding 53 students to our total enrollment. The community initiated a schoolwide networking effort so that all students and staff can benefit from technology. The Educational Excellence School Advisory Council has identified the following schoolwide priorities:

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students will increase their reading skills as evidenced by 83 percent of students reaching the state required mastery level, 77 percent making annual learning gains and 78 percent scoring in the lowest 25 percent making annual learning gains as evidenced by scores on the 2003 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students will increase their mathematics skills as evidenced by 83 percent of students reaching the state required mastery level and 95 percent making annual learning gains as evidenced by scores on the 2003 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students will increase their writing skills as evidenced by 84 percent of students reaching the state required mastery level as evidenced by scores on the 2003 FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students will increase their science skills as evidenced by 41 percent of students scoring at or above the district mean scale score documented by scores on the 2003 FCAT Science.

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

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

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

Whispering Pines Elementary provides educational services based on the Sunshine State Standards to students in grades kindergarten through fifth. Two teachers meet the needs of students with varying exceptionalities serving full-time and part-time students within the same classroom. Whispering Pines Elementary also has five classrooms that meet the needs of children in the Program for Emotionally Handicapped students and one kindergarten classroom houses the Extended Foreign Language Program with 30 children. Additionally, the school has four classrooms dedicated to providing instruction to students that have met eligibility for the Gifted Program. An itinerant speech therapist, physical therapist, occupational therapist, teacher for the visually impaired and hearing impaired provide services for students with special needs. Spanish as a Second Language (SL) as well as Spanish S for speakers of Spanish is offered to students who qualify for these programs. Student progress is frequently monitored and analyzed. To enhance traditional classroom instruction, Whispering Pines Elementary offers students computer learning opportunities in each classroom as well as in two computer labs. Open access computers are available in the school's media center. Monthly newsletters are distributed to help keep parents apprised of the educational programs being offered throughout the school.

1.2 Culture

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

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

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

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

1.3 Human Resources

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

Whispering Pines Elementary employs a total of 77 full-time staff members and 31 part-time staff members. Of this group there are two administrators, 50 classroom teachers, two full-time physical education teachers, one itinerant physical education teacher, four full-time and itinerant special area teachers (art, music), three Spanish teachers, seven teachers of exceptional student education, one part-time reading leader, one behavior management teacher, one full-time technology teacher, one media specialist, one guidance counselor, one part-time curriculum aide, one technology aide, one after-school care manager, two part-time security monitors, 16 paraprofessionals, six full-time clerical employees, one microsystem technician, one speech therapist and five full-time custodial workers. Ten percent of the teachers are new to the school. An outside agency employs a part-time counselor who provides services for our Emotionally Handicapped students. More than 20 teachers have advanced degrees.

1.4 Building Resources

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

Whispering Pines Elementary is located at 18929 SW 89th Road, in Miami-Dade County in Region VI. School site 08, Park site 12. Thirty-one classrooms are encompassed in pod-styled buildings, which are all free standing with separate buildings for the cafeteria, office, media center, art, music and three second grade classrooms. There is a separate physical education area. The school was wired to provide Internet access to 100 percent of the classrooms, media center, office, and two computer labs, one with 34 stations and one with 16 stations. In addition, each classroom has a minimum of four drops for computers. The media center has a closed-circuit television system, 11 public access computers, a poster printer, and a computerized circulation system. Whispering Pines

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Elementary has 232 computer stations in total. The school acquired the Qualified Zone Academy Bond (QZAB), which updated obsolete computers and wiring. Additionally, our music program utilizes 20 digital keyboards to enrich the overall curriculum online from a business partnership.

1.5 Constraints

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

The school adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and environmental requirements.

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

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

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

2. RELATIONSHIPS

2.1 Student

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

Whispering Pines Elementary serves 804 students from the surrounding neighborhood, as well as from the extended areas. This includes 100 percent standard curriculum students, 7.8 percent ESE students, 4.7 percent ESOL students, 41 percent economically disadvantaged students and 11 percent gifted students. The student population is comprised of 53 percent male students and 47 percent female students. The mobility rate of the school is 21 percent. Approximately 35 percent of the student population are on out-of-boundary transfers. Whispering Pines Elementary students have a better than 94.7 percent rate of attendance. Students that are in need of additional assistance in mastery of skills taught in the classroom are served through tutoring programs within the school before, during, and after school hours. Students that need additional services for educational or emotional needs are assisted through cooperative consultations and child study teams.

Eighty-one percent of students responding to the 2001-2002 Climate Survey revealed a concern regarding the cleanliness of bathrooms. Sixty-five percent of student respondents either disagree or strongly disagree that, "Food served for lunch at my school looks good and tastes good."

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

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

2.3 Human Resources

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

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

The Union and the School Board negotiate the benefit package enjoyed by employees of Whispering Pines Elementary. This package includes a comprehensive health component as well as standard insurance and other selected benefits. The faculty and staff at Whispering Pines Elementary have their choice of professional development programs that are provided by the District. Additionally, the option exists to petition the Educational Excellence School Advisory Council (EESAC) for funds to attend fee-paid trainings, conferences, and workshops that are in alignment with the goals of the school. Outstanding contributions to the progress of the school are acknowledged over the public address system and closed-circuit television as the occasions arise. Additionally, a monthly newsletter highlights activities within the classrooms and school. The PTA sponsors a Welcome Back to School breakfast. The staff gathers to celebrate the holidays in December and an end of the year luncheon is arranged so that the staff can have the opportunity to socialize before summer vacation.

2.4 Supplier and Partner

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

Whispering Pines Elementary teachers supervise student teachers, field placement and practicum students from Florida International University, Miami-Dade Community College, Barry University and Nova Southeastern University. Each year the articulation process takes place primarily between Whispering Pines Elementary and Cutler Ridge Middle School. However, some students attend Centennial Middle, Southwood Middle, Mays Middle and Ammons Middle Schools as well as the Ruth Owens Kruse Center. Students in the Exceptional Student Education Program are carefully monitored based on their IEP to ensure that the middle school placement is the most appropriate setting for the student. PsychSolutions provides individual counseling to students in the Program for Emotionally Handicapped Students. Whispering Pines Elementary sponsors food drives for needy families from the area. The school has a supply of school uniforms maintained by the office staff and supported by parent donations for use with students unable to purchase uniforms because of financial hardship. Whispering Pines Elementary has a Principal-Operated Before-School Care Program with 53 students and After-School Care Program with 199 students as well as a Story Time program with 31 students enrolled. Whispering Pines Elementary has numerous partnerships with local businesses to support and reinforce the student academic program. Each year Whispering Pines Elementary is recognized for accumulating hundreds of volunteer hours by parents that offer support to teachers and students. The Boy Scouts and Girl Scouts are active on campus with Whispering Pines Elementary providing space for meetings.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Enrollment at Whispering Pines Elementary has increased by nine percent over the past five years from 1997 to 2002. The Florida Department of Education graded Whispering Pines Elementary as an "A" school for the 2001-2002 school year. Whispering Pines Elementary is proud to have been a Florida Recognition School in 1998 for its outstanding achievement and accomplishments. Whispering Pines Elementary is a Golden Apple recipient for its outstanding volunteer participation.

3.2 Competitors

This item explores the alternate schools available to students.

Several private schools are within or close to the boundaries of Whispering Pines Elementary. These schools include Holy Rosary, Alexander Montessori, Westminster and Perrine Baptist. Whispering Pines Elementary is very proud to have achieved an "A" rating by the Florida Department of Education.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Whispering Pines Elementary enjoys a collaborative system of leadership that includes representatives from all stakeholder groups in its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. New ideas are welcomed. Whispering Pines Elementary seeks to meet the needs of all students in an eclectic approach that will guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered essential to program improvement. The ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to student needs. Offering support to the parents and students of Whispering Pines Elementary is crucial to the success of the school. Workshops, parent groups, tutoring for students, counseling programs provide for these needs. Whispering Pines Elementary has a strong discipline plan that ensures that behavioral issues are dealt with effectively and expediently.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

3.4 Dynamics

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

Enrollment at Whispering Pines Elementary has increased by nine percent over the past five years. The Whispering Pines student population is comprised of 35 percent out-of-area transfer students. Whispering Pines Elementary is a very stable community with no new construction or available space for new housing or apartments. Numerous former Whispering Pines students return to the area after marriage so that their children can live in this area and attend Whispering Pines Elementary as they once did. Whispering Pines Elementary is immersed in intra school e-mail. Our website affords more effective communication among all stakeholders.

4. CHALLENGES

4.1 Learning

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

Whispering Pines Elementary has several issues concerning challenges in learning. Among these are 35 percent of the Whispering Pines student population travel from outside the school boundaries. Tardiness to school and late pick up of students after school is an ongoing problem. In addition, many students are dropped off long before school starts and are left unattended without adult supervision. Safety is a concern. Additionally, many students seem to lack consistency at home in terms of homework learning assignments being done and parents taking the time to review assignments and school expectations. Six percent of student population participates in both the Before-School Care Program and After-School Care Programs resulting in an extended school day which may negatively affect overall academic achievement. Five percent of the student population is in the Program for Emotionally Handicapped. Generally these students come from homes that are very disruptive. Students do not always come emotionally prepared to attend school.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Whispering Pines Elementary has identified issues concerning challenges in relationships with internal operations and external forces. One issue is a high turnover rate in the cafeteria workforce. Additionally, according to the School Climate Survey 2001-2002, staff concerns include large class size and staff frequently feeling overloaded and overwhelmed.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

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

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Whispering Pines Elementary has identified issues concerning challenges in process improvement: common planning time for the entire grade level, adequate time for benchmark testing, as well as kindergarten assessment deficiencies in students' basic academic skills, and a need to increase student performance results in FCAT mathematics, reading, writing and science through full implementation of the Sunshine State Standards (SSS).

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Whispering Pines Elementary is using the following methods to address the Opportunities for Improvement identified in item 4: an adult monitor has been hired to determine which students are arriving to school before staff supervision is available and provides written data to the principal. At 8:00 a.m. students on school grounds can report to the physical education teachers for supervised activities. Students not picked up ten minutes past dismissal are escorted to the school

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

office. Several methods are in place in an attempt to reduce excessive tardies, absences and late pick-ups. They include letters to parents, student detentions, visits from the school social worker, parent conferences, and finally, when necessary, requests to revoke out-of-area transfers. Consistency at home is addressed in the following ways: invitations for parent workshops, attempts at collaboration between parents and teachers, visits from the school social worker, and daily, weekly, and interim progress reports. In order to address the needs of six percent of the student population who are enrolled in the Before-School Care Program and After-School Care Program, homework with guidance from activity leaders is provided as a required component.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

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

Students deficient in basic academic skills have the opportunity to participate in tutorial services. One issue identified on the Whispering Pines Elementary 2001-2002 climate survey was the staff feeling overloaded and overwhelmed. A survey will be created to specifically address this issue.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Whispering Pines Elementary has identified the air conditioning system as an operational challenge. Memorandums have been sent to the region support staff itemizing damages to the equipment and materials. Staff health concerns have also been identified. Many of the classrooms have deficient lighting due to outdated parts.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Whispering Pines Elementary explores the following organizational processes that have been identified as areas in need of improvement. A site committee will be created to review restructuring the schedule in order to create common grade level planning. Deficiencies in students' basic academic skills will be addressed utilizing before school, after school, and during school tutorials with retired Whispering Pines Elementary school teachers. Technology based-programs will be used as an additional resource.

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

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	second through fifth	Aug. '02
Book-It Programs	kindergarten through fifth	Aug. '02
Extended Foreign Language Program	kindergarten	Aug. '02
Sunshine State Standards (SSS)	kindergarten through fifth	Aug. '02
High Scope Educational Approach	pre-kindergarten	Aug. '02
Gifted	first through fifth	Aug. '02
Competency Based Curriculum (CBC)	kindergarten through fifth	Aug. '02
Academic Excellence Program (AEP)	third through fifth	Oct. '02

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	second through fifth	Aug. '02
Academic Excellence Program (AEP)	third through fifth	Oct. '02
Competency Based Curriculum (CBC)	kindergarten through fifth	Aug. '02
Gifted	first through fifth	Aug. '02
High Scope Educational Approach	pre-kindergarten	Aug. '02
Higher Order Thinking Skills (HOTS)	pre-kindergarten through fifth	Aug. '02
Sunshine State Standards (SSS)	kindergarten through fifth	Aug. '02
Do the Right Thing	pre-kindergarten through fifth	Aug. '02
Youth Crime Watch	third through fifth	Oct. '02

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	kindergarten through fifth	Aug. '02

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Gifted	first through fifth	Aug. '02
High Scope Educational Approach	pre-kindergarten	Aug. '02
Sunshine State Standards (SSS)	kindergarten through fifth	Aug. '02

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Biscayne Nature Center for Environmental Education (BNCEE)	fifth	Dec. '02
Competency Based Curriculum (CBC)	kindergarten through fifth	Aug. '02
Everglades National Park (4th Grade Program)	fourth	Nov. '02
Gifted	first through fifth	Aug. '02
High Scope Educational Approach	pre-kindergarten	Aug. '02
Sunshine State Standards (SSS)	kindergarten through fifth	Aug. '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Comprehensive Reading Plan	10	Sep. 05, '01
Reading Program Workshop	5	Sep. 19, '01
Reading Rods/Math Rods	1	Oct. 12, '01
Accelerated Reader/STAR Beginning	1	Oct. 25, '01
Kindergarten Staff Development	3	Nov. 21, '01
AR/STAR Advanced Technology	1	Nov. 29, '01
Training for Reading Leaders	1	Dec. 06, '01
Accelerated Reader Workshops	16	Jan. 11, '02
Reading Rods and Comprehensive Reading Plan	1	Jan. 15, '02
SMILE Title II Eisenhower PDP	3	Jan. 24, '02
Project B.E.A.R.	9	Jan. 24, '02
Phonological Awareness Training	1	Feb. 12, '02
Reading Leader Meeting	1	Feb. 13, '02
Advancing Academics For All Students	3	Mar. 09, '02
Best Practices 2nd Grade Staff Development	5	Apr. 09, '02
Staff Development	3	Apr. 11, '02
B.E.L.L. Project	15	Apr. 18, '02
Guided Reading Review	7	May 20, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Write Time For Kids Staff Development	1	Oct. 11, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Staff Development Workshop	2	Aug. 14, '01
SMILE Title II Eisenhower	1	Jan. 29, '02
Math/Science Lead Teachers' Meeting	1	May 06, '02

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
FOSS Training	7	Dec. 13, '01
Title II Eisenhower Professional Development Program	2	Dec. 14, '01
Shark Valley 4th Grade Education Program	2	Jan. 25, '02
Integrating Social Sciences and the Arts	1	Apr. 17, '02
Math/Science Lead Teachers' Meeting	1	May 06, '02
Eisenhower Spring Follow-up Day	1	May 24, '02

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Project B.E.A.R. 1st Grade Staff Development	3	Apr. 22, '01
Critical Incident Response Plan Inservice	1	Aug. 22, '01
Opening of School Meeting	2	Aug. 24, '01
Training for Counseling Professionals	1	Sep. 14, '01
United Way Student Campaign	1	Sep. 20, '01
2001 Ambassadors' Training	2	Oct. 03, '01
Violence Intervention/Anger Management	2	Oct. 04, '01
Programs for Limited English Proficient Students	1	Oct. 08, '01
CIRP In-service Training	1	Oct. 10, '01
Technology Conference	10	Oct. 11, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Individual Education Plan	1	Oct. 15, '01
Advanced High Scope	1	Oct. 18, '01
PROUD Team Training	4	Oct. 19, '01
2001 FFCEC Conference	3	Oct. 20, '01
Media Specialists Fall Meeting	1	Oct. 24, '01
Money Matters Support Program	1	Oct. 30, '01
Inclusionary Games Workshop	3	Oct. 31, '01
Kagan's Cooperative Learning	4	Nov. 09, '01
Teacher Leader Conference	1	Nov. 13, '01
African American History Workshop	1	Nov. 14, '01
Information Meeting	1	Nov. 14, '01
EH/SED Workshops	2	Nov. 16, '01
Counselors Convention	3	Nov. 16, '01
Building & Sustaining Collaboration	1	Nov. 16, '01
Counselors' Meeting	1	Nov. 29, '01
Interdisciplinary Perspectives on ADHD	1	Nov. 30, '01
Boardmaker Training	1	Dec. 04, '01
Gifted Programs-Educational Plans W.S.	3	Dec. 07, '01
Districtwide Meeting	1	Dec. 10, '01
Assess2Learn Technology	1	Dec. 12, '01
New Teacher Science	4	Dec. 14, '01
Safe Crisis Management	6	Dec. 14, '01
Student Campaign Ceremony	3	Dec. 18, '01
Marketing the Library Media Center	1	Jan. 16, '02
Disaster Safety Curriculum Kit Workshop	1	Jan. 23, '02
High Scope Training	3	Jan. 24, '02
Designing Effective Communication Via Web Pages	4	Jan. 24, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
FTE Reporting Workshop	4	Jan. 24, '02
New Teacher Orientation Make-up Session	1	Jan. 25, '02
Orientation Workshop	1	Jan. 25, '02
Functional Assessment of Behavior	4	Jan. 31, '02
Region Elementary Counselors Meeting	1	Jan. 31, '02
Child/Sexual Abuse Prevention Program W.S.	2	Feb. 01, '02
Safe Crisis Management Refresher Training	3	Feb. 05, '02
MMSP Meetings	1	Feb. 06, '02
New Educator Support Team	3	Feb. 09, '02
Teacher of the Year Activity	5	Feb. 14, '02
The African Diaspora:New Perspectives	1	Feb. 20, '02
Strategies for Differentiating Instruction	2	Mar. 08, '02
Elementary Counselors' Meetings	1	Mar. 22, '02
Staff Development	1	Apr. 11, '02
OSHA Safety Workshop	5	Apr. 11, '02
EP Gifted Workshop	1	Apr. 17, '02
FL Medicaid Admini. Claiming Time Study	1	Apr. 23, '02
BMT Meeting	1	Apr. 25, '02
Creating Environments Conducive to Learning	2	Apr. 26, '02
Student Services Team Meeting	1	Apr. 26, '02
Closing of School Conference	1	Apr. 27, '02
Building Bridges For A Successful Tomorrow	2	May 02, '02
Hepatitis Training/Vaccination Program	17	May 02, '02
Observing Pre-K Co-Teaching Classroom	1	May 08, '02
Adv. Macintosh Troubleshooting Clinic	1	May 10, '02
Workshop	1	May 14, '02
African American History Advocates Meeting	1	May 15, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Instructional Improvement Team Meeting	1	May 16, '02
End-of-Year Meeting	1	May 17, '02
Region Counselors' Meeting	1	May 20, '02
Alliance + Technology Teacher Training	36	Jun. 05, '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 supports the instructional program by employing paraprofessionals as classroom aides after reviewing the needs of the school.

Training:

EESAC provided input in the development of the SPEP.

Instructional Materials:

Focus was given to the need for textbooks for all students as well as utilization of current state- adopted materials.

Technology:

The EESAC coordinated efforts to purchase CD players for classrooms.

Staffing:

The EESAC has addressed issues relating to class size, EFLP and the need of paraprofessionals in the classroom.

Student Support Services:

The EESAC has recommended tutoring services to be implemented at school.

School Safety and Discipline:

An EESAC member has offered CPR training to staff. Additionally, EESAC has assisted in coordinating efforts for volunteers in order to ensure a safe environment in the morning drop off area.

Other Matters of Resource Allocation:

The EESAC will discuss ideas for the disbursement of the incentive money received from the state for being an "A" school.

Benchmarking:

The issue of benchmarking was not discussed by the EESAC.

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

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
A	B	B	B

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	82	82	83	247
% Making Learning Gains	76	94		170
Adequate Progress of Lowest 25% in the school?	77			77
Total School Grade Points	235	176	83	494

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	141	305	21	10	33	28	8	140	300	21	14	37	26	2
2000-2001	128	306						130	300					

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	137	323	15	12	31	28	13	137	322	13	12	35	30	9
2000-2001	143	303	25	15	33	17	9	143	284					
1999-2000	152	282	32	18	25	21	4							
1998-1999	127	301	21	19	35	22	3							

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	145	292	21	13	37	23	6	146	326	21	14	32	23	10
2000-2001	145	277						144	302	28	26	21	20	4
1999-2000								142	316	23	20	27	25	5
1998-1999								127	310	28	20	31	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	137	3.6	2	2	4	4	26	15	22	9	14	1	0
2000-2001	137	3.1	9	1	9	3	29	16	20	7	4	0	0
1999-2000	153	3	12	6	8	4	31	13	16	7	3	0	1
1998-1999	128	2.9	5	4	14	13	30	10	18	2	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	68	3.6	4	4	1	4	26	13	18	9	16	3	0
2000-2001	68	3.2	6	0	10	1	32	18	19	6	6	0	0
1999-2000	75	3	9	8	7	3	29	15	19	8	1	0	0
1998-1999	62	2.8	5	5	16	18	26	11	15	2	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	69	3.6	0	0	6	3	26	16	26	10	12	0	0
2000-2001	69	3	12	3	7	4	26	14	22	9	1	0	0
1999-2000	78	2.9	14	4	9	5	32	12	14	5	4	0	1
1998-1999	66	3	6	3	12	8	35	9	21	3	2	0	0

School Name: Whispering Pines Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 2

State Goal #: 3 4 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)	(X)

Needs Assessment

Scores on the 2002 FCAT Reading Test indicate that 23 percent of students in grades third through fifth scoring in the lowest 25 percent have not demonstrated acceptable levels of learning gains in reading.

Scores on the 2002 FCAT Reading Test indicate that 24 percent of students in grades third through fifth have not demonstrated acceptable levels of learning gains in reading.

Data provided by the Accelerated Reader Program indicate that 16 percent of the students in grades second through fifth did not participate in the program.

Out of the 132 students in grades third, fourth and fifth recommended for tutoring, 22 percent did not participate.

Five percent of the classrooms did not participate in the Reader of the Week Program.

Objective

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students will increase their reading skills as evidenced by 83 percent of students reaching the state required mastery level, 77 percent making annual learning gains and 78 percent scoring in the lowest 25 percent making annual learning gains as evidenced by scores on the 2003 FCAT Reading Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 83 percent of students reach the state required mastery level, 77 percent make annual learning gains, and 78 percent scoring in the lowest 25 percent make annual learning gains when compared to scores on the 2002 FCAT Reading Test.

Evaluation:

This objective will be evaluated by scores on the 2003 FCAT Reading Test. Quarterly 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:
Alperin, Ruth A	Jones, Leshawn	
McDonald, Melanie	Waddell, Debbie	
Gordon, Nancie		
Hernandez, 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. Enhance comprehension questions by having students in grades second through fifth utilize the Accelerated Reader Program to demonstrate a mastery level of 85-92 percent.	*Media Specialist, Classroom Teachers	Accelerated Reader books, online tests, computer laboratories as well as individual classroom computers, and classroom libraries	Sep. '02	Jun. '03
2. Provide intensive instruction in small groups for students scoring in the low 25 percent range on the district-approved FCAT reading pre-test.	*Principal, Classroom Teachers	Supplemental materials	Sep. '02	Jun. '03
3. Provide teachers with opportunities for staff development that will enable them to integrate appropriate instructional strategies using technology throughout the curriculum as well as Sunshine State Standards (SSS) Grade Level Expectations (GLEs) training in the Comprehensive Reading Plan.	Principal, *Reading Leader	Computers, Comprehensive Reading Plan	Sep. '02	Jun. '03
4. Offer an in-house reading comprehension tutorial program to students not achieving mastery levels in the Accelerated Reader Program.	*Principal, Classroom Teachers, Tutors	Supplemental materials	Sep. '02	Jun. '03
5. Conduct parent workshops to assist students with reading skills.	*Principal, Classroom Teachers	Supplemental materials	Sep. '02	Jun. '03
6. Continue to recognize outstanding readers of the week in grades kindergarten through fifth from each class on a weekly basis.	*Principal	T-shirts, bumper stickers, book marks, certificates	Sep. '02	Jun. '03
7. Provide inservice training to paraprofessionals in the ICU tutorial program.	*Assistant Principal	Reproducible materials	Sep. '02	Jun. '03
8. Continue to offer tutorial programs in reading to a target group of students who are performing below grade level or significantly below grade level on competency skills.	*Principal, Tutors	Supplemental materials	Sep. '02	Jun. '03
9. Utilize A+ (ALS) software to enhance, reinforce, and remediate reading skills for students in grades first through fifth.	*Technology Teacher, Classroom Teachers	Software	Sep. '02	Jun. '03
10. Utilize Read, Write and Type software to enhance, reinforce, and remediate reading skills for students in grades kindergarten through third.	*Technology Teacher, Classroom Teachers	Software	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: Whispering Pines Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Mathematics

Aligns with District Goal #: 2

State Goal #: 3 4 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)	(x)

Needs Assessment

Scores on the 2002 FCAT Mathematics Test indicate that six percent of students in grades three through five have not demonstrated acceptable levels of learning gains in mathematics.

Records indicate that 10 percent of the students did not participate in the weekly schoolwide Magical Mathematician program.

Records indicate that 35 percent of the students recommended for mathematics tutoring did not attend.

Objective

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students will increase their mathematics skills as evidenced by 83 percent of students reaching the state required mastery level and 95 percent making annual learning gains as evidenced by scores on the 2003 FCAT Mathematics Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 83 percent of students reach the state required mastery level and if 95 percent make annual learning gains when compared to scores on the 2002 FCAT Mathematics Test.

Evaluation:

This objective will be evaluated by scores on the 2003 FCAT Mathematics Test. Quarterly 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:
Alperin, Ruth A	Jones, Leshawn	Waddell, Debbie
Coleman, Aurora	Masferrer-Echegaray, Rosaura	
Gordon, Nancie	McDonald, Melanie	
Hernandez, Barbara	Scafidi, Cathy	

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 to students scoring in the low 25 percent range on the district-approved math FCAT pre-test.	*Principal, Classroom Teachers	Pre-tests	Sep. '02	Jun. '03
2 . Provide students with weekly, schoolwide mathematical problems that promote critical thinking skills. One winner per grade level will be recognized weekly.	*Assistant Principal, Classroom Teachers	Math problems, incentives	Sep. '02	Jun. '03
3 . Provide opportunities for staff development in the full utilization of the Sunshine State Standards(SSS) Grade Level Expectations (GLEs) in mathematics as documented by training logs.	*Assistant Principal, Classroom Teachers	Logs	Sep. '02	Jun. '03
4 . Continue to incorporate Sunshine State Standards (SSS) Grade Level Expectations (GLEs) focused strategies using Higher Order Thinking Skills (HOTS) and hands-on strategies within the instructional day each Wednesday as evidenced by teacher lesson plans.	*Assistant Principal, Classroom Teachers	Lesson plans	Sep. '02	Jun. '03
5 . Utilize River Deep Math software to enhance, reinforce, and remediate math application and computation skills for students in grades kindergarten through fifth.	*Technology Teacher, Classroom Teachers	Software	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: Whispering Pines Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Writing

Aligns with District Goal #: 2

State Goal #: 3 4 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)	(x)

Needs Assessment

Scores on the 2002 FCAT Writing Test indicate that 17 percent of students in grade four have not demonstrated mastery levels of learning gains in writing.

Eleven percent of students in grade four and grade five did not produce writing samples.

Fifteen percent of students in grade four and grade five did not complete art history reports.

Objective

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students will increase their writing skills as evidenced by 84 percent of students reaching the state required mastery level as evidenced by scores on the 2003 FCAT Writing Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 84 percent of students reach the state required mastery level when compared to scores on the 2002 FCAT Writing Test.

Evaluation:

This objective will be evaluated by scores on the 2003 FCAT Writing Test. Quarterly 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:	
Alperin, Ruth A		Jones, Leshawn			
Coleman, Aurora		Masferrer-Echegaray, Rosaura			
Scafidi, Cathy		McDonald, Melanie			
Hernandez, 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 . Sponsor parent workshops to assist students with writing skills.	*Principal, Classroom Teachers	Supplemental materials	Sep. '02	Jun. '03
2 . Emphasize cooperative learning by students in grades second through fifth in book reviews sharing writing samples related to the book as documented by classroom teachers.	*Classroom Teachers	Books	Sep. '02	Jun. '03
3 . Incorporate peer-editing by fourth grade teachers to score student papers with feedback from colleagues three times during the school year as documented by their lesson plans.	*Classroom Teachers	Paper and prompts	Sep. '02	Jun. '03
4 . Provide support in writing skills for students in grades kindergarten through fifth as documented by the Reading Leader's schedule.	*Reading Leader	Paper and prompts	Sep. '02	Jun. '03
5 . Utilize Ultimate Writing and Creativity Center software for students in grades third through fifth to enhance, reinforce, and remediate writing skills.	*Technology Teacher, Classroom Teachers	Software	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: Whispering Pines Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal #: 2

State Goal #: 3 4 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)	(x)

Needs Assessment

Two percent of students did not successfully complete five cooperative scientific investigations as indicated by teacher logs.

Five percent of students did not view the Science Wizard experiments.

Objective

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students will increase their science skills as evidenced by 41 percent of students scoring at or above the district mean scale score documented by scores on the 2003 FCAT Science.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 41 percent of students score at or above the district mean scale score when compared to scores on the 2003 FCAT Science.

Evaluation:

This objective will be evaluated by scores on the 2003 FCAT Science Test. Quarterly 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:
Alperin, Ruth A		
Jones, Leshawn	Masferrer-Echegaray, Rosaura	
McDonald, Melanie		
Hernandez, 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 . Enhance science skills and knowledge by providing students with an opportunity to observe as well as conduct scientific investigations using FOSS materials and/or hands-on science activities. Teacher logs of the activities will be maintained.	*Instructional Improvement Team, Classroom Teachers, Science Aide	Science materials, FOSS Kits	Sep. '02	Jun. '03
2 . Implement science model lessons. A copy of the schedule will serve as documentation.	*Instructional Improvement Team, Classroom Teachers	Lessons	Sep. '02	Jun. '03
3 . Provide Internet resources in science instruction.	*Technology Teacher, Classroom Teachers	Computers	Sep. '02	Jun. '03
4 . Maintain and replenish FOSS Kits on an on-going basis.	*Curriculum Aide, Classroom Teachers	FOSS Kits	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.

5951 – WHISPERING PINES ELEMENTARY SCHOOL

Alternative Supplement Model (Waiver #433)

Grade Level Chairperson (8 9 @ \$940)	\$7,520	<u>\$ 8,460</u>
TOTAL SUPPLEMENTS:	\$7,520	<u>\$ 8,460</u>