

School Name and Number : 8131 - Dorothy M.Wallace Educational Center

School Performance Excellence Plan

Principal: Edwina King

Telephone #: (305) 233-1044

High School Feeder Pattern: 41 - Alternative Education

Region: Alt./ESE

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: 8131 - Dorothy M.Wallace Educational Center

2002 School Performance Grade: _____

Vision/Mission/Belief Statement(s):

VISION: Dorothy M. Wallace COPE Center's vision is to provide varying educational opportunities, enabling teenage parents to reach their fullest potential.

MISSION: Dorothy M. Wallace COPE Center accepts the responsibility of teaching teenage parents through multi-disciplinary approaches in a nurturing environment. We recognize the total well-being of each student by fostering positive social and emotional growth. In addition, we provide academic, parenting, life management and career skills, along with needed support services, allowing for maximum school success.

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

Dorothy M. Wallace Educational Center

Dorothy M. Wallace COPE (Continuing Opportunities for a Purposeful Education) Center provides education to school-age students, both male and female, who are parents or expectant parents. The school serves students in Grades 6-12. During the 2001-2002 school year, a total of 314 students, along with 226 infants and toddlers were served. The school's multicultural and mobile population consists of: 53% Black, 42% Hispanic, 4% White, and 1% Asian/Indian. Approximately one-third of the student population is considered overage for their grade level and had a history of truancy prior to enrollment. Ninety-nine (99) percent of the students receive free and reduced lunch. The school is considered a school of choice; therefore, students may enroll and withdraw at the beginning or ending of any grading period. The FCAT-2002 Sunshine State Standards indicated that our students had limited success with the challenging content of the test. A majority of students scored on Levels 1 and 2, 91% and 88% in reading and mathematics, respectively. Additionally, an overwhelming majority of students scored at or below the 25th quartile on most standardized tests. Advanced academics are not addressed in the School Performance Excellence Plan. However, students who meet criteria for advanced academics are identified and their individual needs are addressed appropriately. Based upon the academic needs of our unique student population and the needs of their children, the Educational Excellence School Advisory Council, faculty, and staff have approved the following plan for Dorothy M. Wallace COPE Center.

Given instruction in the Sunshine State Standards and Competency-Based Curriculum, all students will improve their reading skills, as evidenced by a 5% increase in the percentage of students scoring at or above FCAT Achievement Level 2 on the 2003 administration of the FCAT in reading.

Given instruction in the Sunshine State Standards and Competency-Based Curriculum, all students will improve their writing skills, as evidenced by a 1% increase in the percentage of students scoring at or above FCAT Achievement Level 3, on the 2003 administration of the FCAT in writing.

Given instruction in the Sunshine State Standards and Competency-Based Curriculum, all students will increase their mathematics skills, as evidenced by a 5% increase in the percentage of students scoring at or above FCAT Achievement Level 2 on the 2003 administration of the FCAT in mathematics.

Given attention and observation to readiness skills, 65% of the two-month-old to four-year-old children enrolled by October 1, 2002, and remaining through April 1, 2003 will attain appropriate development levels. This will be evidenced by the demonstration of skills on the appropriate level of the Ages and Stages Questionnaire (ASQ).

Increased academic achievement and effective school-to-career skills can only be attained by addressing the individual needs of our students through the use of research-based instructional approaches, with a proven track record for raising student achievement. The objectives in our School Performance Excellence Plan will help students become responsible, literate, socially mature parents prepared to function successfully and make significant contributions to our multicultural, technologically-advanced society.

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.

Dorothy M. Wallace COPE Center's primary focus is to provide continuing opportunities for a purposeful education. The school provides services to all students in Grades 6 through 12 based on the Sunshine State Standards, Competency-Based Curriculum, and the district's Comprehensive Reading Plan, all of which are implemented throughout the curriculum. The school provides an alternative for teen parents who would rather attend a specialized center, catering to their unique needs, rather than their home schools, during pregnancy and the first years of their child's life. The school also provides on-site child care and ancillary services for the parent, as well as the young child.

Some of the educational programs that result in student learning and in helping to maintain their persistency to remain at a task until it is sufficiently mastered are the Accelerated Reader Program, the PACEware Computerized Learning System for Mathematics and Reading, and Intensive Reading and Mathematics Intervention. All of these individualized, self-paced programs are initiated, monitored, and evaluated through teacher-directed activities and/or technological assistance.

Teachers also use Creating Independence Through Student-Owned Strategies (CRISS), Limited English Proficiency (LEP) strategies, and Reciprocal Teaching to address the different learning modalities of students. English is not the native language for a significant portion of the student population. The instructional program also addresses employability skills to assist students during their metamorphic emergence.

1.2 Culture

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

Dorothy M. Wallace COPE Center provides enrichments to the student population and their home community by recognizing the need for the total well-being of all students, whether they are the grandparent, mother, father, infant or toddler. In addition to a sound academic program, we offer parenting, life management and career skills, along with other needed support services. The school maintains on-site child care, which provides an opportunity for parents to learn and practice age appropriate developmental skills under the guidance of trained, early childhood Pre-K Paraprofessionals.

1.3 Human Resources

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

The faculty and staff of Dorothy M. Wallace COPE Center are diverse in their make-up: 18% White Non-Hispanic, 73% Black Non-Hispanic, 7% Hispanic and 2% Asian/Indian. The percentages of faculty with advanced degrees are: Doctoral Degree 9%, Specialist Degree 12%, and Master Degree 53%. The percentage of Pre-K Paraprofessionals with a CDA Equivalent Early Childhood Certificate is 74%.

1.4 Building Resources

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

With a total of 25 classrooms and 203 computers, the school technology infrastructure now provides Internet access in each classroom. There are two computer labs, one for reading and one for mathematics. We also have six nurseries, along with medical and dental clinics, which provide services for students and their children.

1.5 Constraints

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

The school must adhere to the guidelines and policies required of all outside agencies providing services to our students: State of Florida Teenage Parent Program (TAPP), Women, Infants, and Children (WIC), Community Health Incorporated (CHI), Child Care Licensing and the United States Department of Agriculture (USDA) Food Program for Child Care. Attendance policies allow time for the delivery of a child and the recovery of the teen parent. Each classroom teacher provides alternate classroom assignments during this approved leave period.

2. RELATIONSHIPS

2.1 Student

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

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Dorothy M. Wallace COPE Center is a school of choice for students who attend other public or private schools. The primary purpose of the school is to provide an academic program during and after pregnancy, while addressing the needs for parenting skills. Additionally, this learning facility provides an opportunity for the teen father to continue with his academic studies prior to and after the birth of the baby. The students who attend the school are ethnically diverse. The current percentage breakdown is approximately 53% Black, 42% Hispanic, and 4% White and 1% Asian/Indian.

Since prenatal care is vital to both mother and baby, a comprehensive health program is provided to the students through the on-site clinic. Additional services are provided from community agencies such as Children and Family Services, Medicaid, WIC (a supplemental food program for women, infants, and children), and Miami Behavioral Health Center. The school also provides on-site licensed daycare services for the student once she has delivered the baby, and in some cases, for the student who already has a child when she enters the school.

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.

Teen parents come from varying backgrounds because the school feeder pattern includes the entire southern part of the school district. Parents and caregivers' expectations are for the students to continue with their academic and vocational preparation during their pregnancy and postnatal recovery so they can graduate from high school to become productive members of society. The business community's expectations are equivalent to those stated for parents/caregivers. This includes the expectations of students completing their high school education and becoming effective parents. In addition, the community stakeholders expect students to be prepared for the workforce and have the ability to advance their education after leaving our school. The school enjoys a reciprocal relationship with several businesses: Church of the Ascension, Winn-Dixie, Henry's Dry Cleaners, Publix, Zeta Phi Beta, and Barrett/Fryar Funeral Home.

2.3 Human Resources

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

The faculty and staff of Dorothy M. Wallace COPE Center are hired by Miami-Dade County Public Schools and must meet the requirements set forth by the district and state governing bodies. The faculty and staff are dedicated professionals working to assist all students in a nurturing, learning environment, in order to reach their fullest potential. Professional development opportunities are planned and implemented based upon staff needs. The staff seeks to maintain high morale by planning special events throughout the year to include all of its members. In order to work with students effectively, the staff needs the support of parents, the community, and the entire faculty and staff working together for the benefit of the aggregate school community.

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.

There are several programs/agencies involved to help students attain academic success, learn effective parenting skills, and prepare for future employment. To address the health needs of students, infants, and children, an on-site comprehensive health program is provided through the school's clinic. Students must attend the school in order to use the on-site clinic. Services include pre and postnatal care, infant care, dental services, vision care, and family planning education.

School bus transportation is provided for students and infants through the school district. The school clinic provides transportation when students need a service not performed at the school site. Transportation is provided to access vocational opportunities not provided at the school.

Burger King Corporation provides a workforce connection for juniors and seniors at the school. The work experience program also provides a connection to the workforce in the community. Students attend school for core courses while working in the community on a part-time basis. The daycare program is also associated with post-secondary institutions (University of Miami and Florida International University) in research programs involving the reinforcement of effective parenting skills, and a diagnostic developmental program for infants.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

These suppliers and partners work closely, with the school having the expectation that students will leave the school with skills to further their education and/or join the work force, be an effective parent, and become productive members of society.

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.

Dorothy M. Wallace COPE Center is unique in that there is only one other school of its type in the Miami-Dade County Public School System. While the students have a choice of remaining at their home school, many choose to attend our school because of the recognized advantages of the program. The school population increases as the year progresses. Smaller classroom settings promote individualized instruction and a feeling of security. On-site child care and bonding time between mother, father, and their child also influence students' decision to enroll in our school.

3.2 Competitors

This item explores the alternate schools available to students.

Our students have the option to attend Dorothy M. Wallace COPE Center, remain at their home school campus and participate in TAPP until they graduate, or attend another school of choice. The reasons students choose to stay at their home school are a wider variety of class selections, such as electives and AP or honors, the ability to participate in extracurricular activities, and to maintain camaraderie among their peers.

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.

It is essential for all stakeholders to work collaboratively for the success of our students. Effective training of teachers is necessary to accommodate the unique academic needs of our students.

We accept the responsibility to work collaboratively and provide a nurturing environment that will mold each student, by fostering positive emotional growth. In addition, through the on-site clinic and nursery facility, WIC, bonding program, parenting and life management skills, assigned social workers, and flexible approved absences, all students' needs are met.

3.4 Dynamics

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

One challenge that might affect our success is the public's lack of knowledge about our school. Another challenge is the regular school setting where students are offered the TAP program and extracurricular activities. However, through our school involvement in various community and school-wide activities, these challenges might be overcome.

4. CHALLENGES

4.1 Learning

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

A large percentage of students who attend the Dorothy M. Wallace COPE Center are faced with the challenge of low basic reading, writing, and mathematics skills, as well as the newly acquired responsibility of parenthood. As is true of many persons fitting such a profile, our students have experienced few educational accomplishments, which fosters low self-esteem. A lack of family ties creates a sense of insecurity among a vast majority of our students. Personal commitments such as remaining focused, exerting unyielding persistency, and encompassing agonizing dedication toward cognitive growth are truly formidable tasks—ones that must be adopted as their resolve. One such awareness is they find that they are unable to function academically on the appropriate grade level. Many times, students find that they are lacking credits needed to place them on the anticipated grade level. Most importantly, students who are scheduled for delivery during their stay at Dorothy M. Wallace COPE are faced with the challenge of ongoing learning at home while also taking care of a newborn infant.

4.2 Faculty

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

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Unlike many other educational institutions, the Dorothy M. Wallace COPE Center is designed to meet the needs of teenage parents and expectant mothers. In its uniqueness, the school faces many challenges in ensuring the quality of teachers and in providing for the satisfaction of the faculty. In addition, addressing the open entry enrollment of our students, providing individualized instruction to address various levels, helping students to build self-esteem, and dealing with chronic absenteeism are ongoing challenges to staff members, many of whom have not been adequately trained to handle these daily challenges.

4.3 Operational and External Forces

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

The Dorothy M. Wallace COPE Center faces many challenges during its internal operations on a daily basis. It is imperative that Pre-K Paraprofessionals be present and on time daily to ensure that the babies and toddlers are well cared for and fed. Students arriving late to school due to transportation problems must be able to eat a nutritious meal before engaging in their studies. The medical, academic, and emotional needs must be addressed for all students. Students choosing private doctors often miss more school than those students using the on-site facilities, due to difficulty in scheduling appointments at times that allow the student to attend school, at least part of the day. The few aforementioned challenges are all unique to a non-traditional center such as ours. Understandably, students with so many different needs would require different resources to adequately address these needs. However, the coordination in executing the various services offered so that they do not subordinate, but embrace the others, requires strategic planning and expertise. Medical staff—physician assistant, nurses, patient-care technician, and Women, Infants and Children (WIC) staff- collaborate and work with instructional staff to ensure that both academic and medical needs are provided.

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.

Because of the widespread demographics of the students we serve, we face the challenge of limited parental/caregivers support. In addition, our educational setting is unique; therefore, community organizations and businesses are less inclined to provide the requested community and business support. Often they do not recognize our school as part of the Miami-Dade County Public School System, nor are they empathetic to the purpose of our school and the added challenges that our students face.

The greatest challenge in improving educational program design is the efficient and effective coordination of the many academic and ancillary services offered to our students, so that student learning is not compromised.

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.

Dorothy M. Wallace COPE Center has identified several issues concerning improvement in education design and support process improvement. Among these are: 88% of the students scored on Levels 1 and 2 on the 2001-2002 Mathematics FCAT, and 91% of the students scored on Levels 1 and 2 on the 2001-2002 Reading FCAT. In order to address student deficiencies in mathematics and reading, Dorothy M. Wallace COPE Center will implement the following strategies to include, but not limited to: CRISS and Reciprocal Teaching strategies daily in all content areas. Because a lack of achievement has contributed to low self-esteem for many of our students, these issues are being addressed through a behavior modification program, which includes three primary incentives: Stork's Nest, 4C's (COPE's Comprehensive Caring Committee), and BEE Club (Building Eager Esteem). The Stork's Nest is a school store that provides baby gifts to students for good attendance, improved conduct, and improved academic progress. The 4C's is a program that serves as a positive, nurturing element to build pride and self-esteem, increase attendance, and improve academic performance. The BEE Club is an organization that gives teen parents an opportunity to improve their academics, personal behavior, and social environment while assisting them to develop life skills that are needed to better themselves at school, home, and in the community.

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.

Dorothy M. Wallace COPE has identified a major issue concerning improvement in the Education Delivery Process: Chronic absenteeism. The average daily attendance rate is 82.2%. We plan to address this issue through our daily direct-contact system, which is provided by our various support staff. Our attendance

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

clerk will make telephone calls daily to parents in an attempt to notify them of the student's absence and ascertain the purpose for this absence. Our social workers, acting as a liaison between the administrative staff and student, will make a home visit upon the student's third consecutive unexcused absence to ensure that the learning process is not disrupted.

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.

Challenges in improving relationships with internal operations and external forces are presented by the following: student absenteeism from school occurs frequently when appointments are made with private doctors or off-site clinics. This problem is being combated during students' registration and initial interview with the administrative staff, when students are encouraged to use the on-site clinic for themselves, as well as their babies. In addition, a high number of students in foster care exhibit insecurities. Therefore, Dorothy M. Wallace COPE Center serves as a haven where a family atmosphere is created in our small school setting. Students also have an opportunity to spend time observing and participating in activities provided by an intergenerational club.

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.

Organizational Processes presenting the greatest challenge are a lack of parental involvement and minimal support from businesses and community organizations. We are seeking to increase community and business support with an on-going campaign to recruit Dade Partners, inviting political, business, and community leaders to visit our school and witness first-hand the academic and vocational opportunities provided. We also make our school available as a meeting place to members of the community.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	Grade 6 to 12.	Aug. '01
Academy of Reading®	Grade 6 to 12	Aug. '98
Comprehensive Reading Plan	Grade 6 to 12.	Aug. '97
Competency Based Curriculum (CBC)	Grade 6 to 12	Aug. '93
Sunshine State Standards (SSS)	Grade 6 to 12	Aug. '95

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	Grade 6 to 12	Aug. '93
Comprehensive Reading Plan	Grade 6 to 12.	Aug. '97
Sunshine State Standards (SSS)	Grade 6 to 12	Aug. '95

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	Grade 6 to 12.	Aug. '93
Sunshine State Standards (SSS)	Grade 6 to 12.	Aug. '95

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Competency Based Curriculum (CBC)	Grade 6 to 12.	Aug. '93
Sunshine State Standards (SSS)	Grade 6 to 12.	Aug. '95

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Alliance Plus	26	Mar. 05, '02
Intel Teach to the Future	26	Nov. 16, '01
PACES: Domains IV -V	35	Nov. 01, '01
Winning Tips: Reading Instructional Strategies	35	Nov. 15, '01
Multiple Intelligence	90	Jan. 17, '02
Critical Thinking Skills	90	Mar. 21, '02
CRISS Refresher	35	May 08, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Alliance Plus	26	Mar. 05, '02
Intel Teach to the Future	26	Nov. 16, '01
Winning Tips: Reading Instructional Strategies	35	Nov. 15, '01
Critical Thinking Skills	90	Mar. 21, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Winning Tips: Math Instructional Strategies	35	Nov. 15, '01
Riverdeep	4	Dec. 13, '01
Riverdeep	4	May 01, '02
Graphing Calculators	4	May 16, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Riverdeep	4	May 08, '02
Riverdeep	3	Dec. 11, '01
Graphing Calculators	3	May 16, '02

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Stress Relief	95	Feb. 21, '02
Hepatitis-B	55	Apr. 25, '02
PACES: Domains IV-V	35	Nov. 01, '01
Multiple Intelligence	90	Jan. 17, '02
Critical Thinking Skills	90	Mar. 21, '02
Early Childhood Curriculum Training-Brain Development	3	Aug. 24, '01
Early Childhood Curriculum Training-Learning Centers	36	Nov. 14, '01
Early Childhood Curriculum-Messy Play	36	Jan. 25, '02
Early Childhood Workshop-How to accept change	36	Apr. 25, '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 approved the use of EESAC funds to purchase books for the Media Center and awards trophies for student recognition to improve student achievement.

Training:

Based upon a school-wide survey of the staff development needs, the EESAC recommended the following inservices: PACES, integrating technology in the classroom, and reading and mathematics strategies.

Instructional Materials:

The EESAC recommended Accelerated Reader and Riverdeep to improve student achievement.

Technology:

The EESAC recommended integrating technology into the classroom through the use of the following: Alliance Plus, Intel Teach to the Future, Accelerated Reader, and Riverdeep.

Staffing:

The EESAC recommended hiring tutors for reading and mathematics to improve student achievement.

Student Support Services:

The EESAC provided support for the following annual school-wide activities: Health Fair, Career Fair, Stork's Nest (incentive program), and achievement awards.

School Safety and Discipline:

The EESAC supports the following programs: Orientation during each grading period, Do the Right Thing (County-wide Incentive Program), Building Eager Esteem (BEE Club), Peer Mediation, and Student Government Organization.

Other Matters of Resource Allocation:

The EESAC pursues all avenues of additional resources that would enhance the educational learning environment.

Benchmarking:

The EESAC committee members maintains a close relationship with the staff of COPE North. The schools share ideas, but each school has unique concepts. Dorothy M. Wallace COPE Center has a bonding program which allows the parents to work with their own child on a daily basis to learn parenting skills, and the appropriate developmental skills for their child. COPE North does not have a bonding program. COPE North has flexible scheduling; Dorothy M. Wallace COPE Center operates on a traditional schedule.

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

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

Grade Level: 06

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
2000-2001	2							2						

Grade Level: 07

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	2							2						
2000-2001	7							8						

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

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

Grade Level: 08

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	16	246	63	25	6	6	0	15	236	60	40	0	0	0
2000-2001	19	245	63	32	5	0	0	18	253	56	33	11	0	0
1999-2000	17	241	65	29	6	0	0	17	234	88	6	0	6	0
1998-1999	13	238	92	8	0	0	0	12	234	67	25	8	0	0

Grade Level: 09

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	39	249	64	26	8	3	0	39	222	79	8	13	0	0
2000-2001	44	244						42	215					

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

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

Grade Level: 10

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	40	261	65	28	8	0	0	39	276	49	31	10	10	0
2000-2001	28	237	82	18	0	0	0	27	271	56	33	11	0	0
1999-2000	30	271	60	33	3	3	0	31	264	58	26	13	3	0
1998-1999	35	272	69	26	6	0	0	32	281	53	31	13	3	0

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

FCAT Writing (all curriculum groups)

Grade Level: 08

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	14	3.4	7	0	0	0	21	7	29	21	7	0	0
2000-2001	20	3.5	0	5	5	0	20	15	55	0	0	0	0
1999-2000	17	3.4	0	6	6	6	24	18	35	6	0	0	0
1998-1999	10	2.5	10	0	40	20	0	30	0	0	0	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	6												
2000-2001	7												
1999-2000	8												
1998-1999	3												

Test Prompt: Persuasive

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	8												
2000-2001	13	3.6	0	8	0	0	8	23	62	0	0	0	0
1999-2000	9												
1998-1999	7												

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

FCAT Writing (all curriculum groups)

Grade Level: 10

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	32	3.7	0	0	3	9	13	13	53	9	0	0	0
2000-2001	30	3.6	3	3	7	3	13	7	43	7	13	0	0
1999-2000	31	3.9	0	0	10	6	6	6	35	23	10	3	0
1998-1999	31	3.6	0	0	0	0	39	6	52	3	0	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	17	3.9	0	0	0	0	12	12	59	18	0	0	0
2000-2001	14	3.6	0	7	14	7	0	14	21	14	21	0	0
1999-2000	15	4.4	0	0	0	0	0	7	40	33	13	7	0
1998-1999	14	3.3	0	0	0	0	64	14	21	0	0	0	0

Test Prompt: Persuasive

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	15	3.4	0	0	7	20	13	13	47	0	0	0	0
2000-2001	16	3.6	6	0	0	0	25	0	63	0	6	0	0
1999-2000	16	3.4	0	0	19	13	13	6	31	13	6	0	0
1998-1999	17	3.9	0	0	0	0	18	0	76	6	0	0	0

School Name: Dorothy M.Wallace Educational Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1 2 3

State Goal #: 2 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

Results of the 2002 FCAT in Reading indicate that 20 percent of students scored 300 or higher.

Objective

Given instruction in the Sunshine State Standards and Competency-Based Curriculum, all students will improve their reading skills, as evidenced by a 5% increase in the percentage of students scoring at or above FCAT Achievement Level 2 on the 2003 administration of the FCAT in reading.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 40% of students perform at Level 2 or above on FCAT Reading.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Reading results.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
King, Edwina		McKay, Gwendolyn		Kane, Natalie	
Ames, Sandra		Clarrington, Lavonda		Hamlin, Stephanie	
Bradman, Naima					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. The students will utilize PACEware Computerized Learning Systems to improve basic reading skills.	Language Arts Department Chair	PACEware Computerized Learning Systems	Oct. '02	Jun. '03
2. The students will enroll in intensive reading classes and/or participate in reading lab sessions.	Language Arts Department Chair	Reading Labs, Scholastic Readers XL, Reading and Writing Source Books, Academy of Reading	Oct. '02	Jun. '03
3. The students will participate in 30 minutes of uninterrupted reading and 30 minutes of home learning, reading a minimum of 5 books per grading period, accompanied by 5 book reports.	*Language Arts Department Chair Homeroom Teachers	Library Books, magazines, newspapers and Accelerated Reader Books	Oct. '02	Jun. '03
4. The students will use Reciprocal Teaching, technology, and Creating Independence Through Student-owned Strategies (CRISS).	*Department Chairs Classroom Teachers	Reciprocal Bookmarks, Graphic Organizers, Various Texts	Oct. '02	Jun. '03
5. The students will participate in the Accelerated Reader Program to improve mastery of reading comprehension.	Language Arts Department Chair	Accelerated Reader Books, Star Reading Test, TOPS Report	Oct. '02	Jun. '03
6. The students will participate in various incentive programs to reinforce the importance of good attendance.	*Assistant Principal Student Services Attendance Clerk	Attendance Rewards: Monthly recognition, Extra bonding period with baby, Annual Award Ceremony, Stork's Nest	Oct. '02	Jun. '03
7. Teachers will participate in inservice activities related to school site reading initiatives.	Principal	Training on Secondary Early Release Days.	Oct. '02	Apr. '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: Dorothy M.Wallace Educational Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 6 7 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

Results of the FCAT in Writing indicate that 87 percent of students have met the state required mastery level.

Objective

Given instruction in the Sunshine State Standards and Competency-Based Curriculum, all students will improve their writing skills, as evidenced by a 1% increase in the percentage of students scoring at or above FCAT Achievement Level 3, on the 2003 administration of the FCAT in writing.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 88% of students achieve a score of 3.0 or above on FCAT Writing.

Evaluation:

This objective will be evaluated by scores of the FCAT Writing results.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Ames, Sandra	Hamlin, Stephanie	King, Edwina			
Blair Pottinger, Sharon	Johnson, Regina	McKay, Gwendolyn			
Bradman, Naima	Joseph Goins, Alfreida	Russell, Sarah			
Clarrington, Lavonda	Kane, Natalie				

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . The teachers will format all quizzes and test to include multiple-choice, short and extended response questions.	Department Chairs	Teacher developed quizzes and tests.	Oct. '02	Jun. '03
2 . The students will maintain a writing log to summarize daily reading activity.	*Language Arts Department Chair Homeroom Teachers	Writing log forms, Library Books, Accelerated Reader Books	Oct. '02	Jun. '03
3 . The students will use writing strategies and techniques across the curriculum.	*Department Chairs Classroom Teachers	Inter-curriculum projects, Various Text books	Oct. '02	Jun. '03
4 . The students will participate in 30 minutes of uninterrupted reading and 30 minutes of home learning, reading a minimum of 5 books per grading period, accompanied by 5 book reports.	*Language Arts Department Chair Homeroom Teachers	Library books, magazines, newspapers and Accelerated Reader Books	Oct. '02	Jun. '03
5 . The students will participate in various incentive programs to reinforce the importance of good attendance.	*Assistant Principal Student Services Attendance Clerk	Attendance Rewards: Monthly recognition, Extra bonding period with baby, Annual Award Ceremony, Stork's Nest	Oct. '02	Jun. '03
6 . Teachers will participate in inservice activities related to school site writing initiatives.	Principal	Training on Secondary Early Release Days.	Oct. '02	Apr. '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: Dorothy M.Wallace Educational Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 6 7 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

Results of the 2002 FCAT in Mathematics indicate that 25 percent of the students scored 300 or higher.

Objective

Given instruction in the Sunshine State Standards and Competency-Based Curriculum, all students will increase their mathematics skills, as evidenced by a 5% increase in the percentage of students scoring at or above FCAT Achievement Level 2 on the 2003 administration of the FCAT in mathematics.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 43% of students perform at or above Level 2 on FCAT Mathematics.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics results.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Ames, Sandra	Hamlin, Stephanie	King, Edwina			
Blair Pottinger, Sharon	Johnson, Regina	McKay, Gwendolyn			
Bradman, Naima	Joseph Goins, Alfreida	Russell, Sarah			
Clarrington, Lavonda	Kane, Natalie				

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . The teachers will focus on students' areas of deficiency by implementing team-teaching and cooperative learning techniques with students in the mathematics/science lab.	*Mathematics Department Chair Science and Mathematic Teachers	Online Software: Riverdeep-Destination Math, Software: PACEware	Oct. '02	Jun. '03
2 . The students will utilize PACEware Computerized Learning System and Riverdeep-Destination Math to master appropriate skills at each mathematics level.	*Mathematics and Science Department Chair, Mathematics and Science Teachers	Online Software: Riverdeep-Destination Math, Software: PACEware	Oct. '02	Jun. '03
3 . The students will participate in Mathematics Lab sessions for intensive mathematics.	Mathematics and Science Department Chair	Mathematics Lab	Oct. '02	Jun. '03
4 . The students will participate in various incentive programs to reinforce the importance of good attendance.	*Assistant Principal Student Services Attendance Clerk	Attendance Rewards: Monthly recognition Extra bonding period with baby, Annual Award Ceremony Stork's Nest	Oct. '02	Jun. '03
5 . Teachers will participate in inservice activities related to school site mathematics initiatives.	Principal	Training on Secondary Early Release Days.	Oct. '02	Apr. '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: Dorothy M.Wallace Educational Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 4 : Other

Aligns with District Goal #: 1 2 3

State Goal #: 1 3 4 5 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

Results of the 2002 Ages and Stages Questionnaires (ASQ) indicate that 70% of the children enrolled from October 1, 2001 until April 1, 2002 attained the appropriate developmental levels, and that 30% of the remaining children were showing delay in one or more developmental areas.

Objective

Given attention and observation to readiness skills, 65% of the two-month-old to four-year-old children enrolled by October 1, 2002, and remaining through April 1, 2003 will attain appropriate development levels. This will be evidenced by the demonstration of skills on the appropriate level of the Ages and Stages Questionnaire (ASQ).

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 65% of the children attain appropriate developmental levels.

Evaluation:

This objective will be evaluated by scores on the ASQ Assessment Tool.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Ames, Sandra	Hamlin, Stephanie	McKay, Gwendolyn
Blair Pottinger, Sharon	Johnson, Regina	Matthews, Julia
Bradman, Naima	Joseph Goins, Alfreida	Russell, Sarah
Clarington, Lavonda	Kane, Natalie	King, Edwina

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . The Pre-K Paraprofessionals will administer the Pre-Test and Post-Test based on the child's age for the Early Learning Accomplishment Profile (E-LAP) or Learning Accomplishment Profile Device (LAP-D).	*Vocational Department Chair, Pre-K Professionals	E-LAP and LAP-D Assessment Materials, Training of Pre-K Professionals	Oct. '02	May '03
2 . The Pre-K Paraprofessionals will administer The Devereux Early Childhood Assessment (DECA) for all children 2 years and above.	*Vocational Department Head, Pre-K Paraprofessionals	DECA Assessment Materials, Training of PreK-Paraprofessionals	Oct. '02	May '03
3 . The Pre-K Paraprofessionals will provide growth and developmental activities for infants and toddlers based on the findings of the ASQ.	*Vocational Department Chair Nursery Team Leaders	ASQ forms, Curriculum Books	Oct. '02	May '03
4 . The students will participate in bonding activities (parents working with their child on the child's developmental skills) in the nursery at least twice a week.	*Pre-K Teacher, Pre-K Paraprofessionals	Pre-K Teacher, Curriculum Activity Boxes	Oct. '02	Jun. '03
5 . The students will participate in The Speech and Language Program to develop parenting and developmental skills.	Vocational Department Chair	Instructor from The Speech and Language Center	Oct. '02	May '03
6 . The Pre-K Paraprofessionals will observe and assess children every two months through ASQ.	*Vocational Department Chair, Nursery Curriculum Teacher, Nursery Team Leaders	Nursery Curriculum Teacher	Oct. '02	May '03
7 . The Pre-K Paraprofessionals will participate in inservice activities related to child care.	*Vocational Department Chair	Training on Secondary Early Release Days.	Oct. '02	Apr. '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.