

School Name and Number : 0091 - Bob Graham Education Center

School Performance Excellence Plan

Principal: Dawn R. Hurns

Telephone #: 305-817-8910

High School Feeder Pattern: 7751 - Barbara Goleman Senior

ACCESS Center One

Board District #: 4 - Ms. Perla Tabares Hantman

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.



2003 - 2004

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 0091 - Bob Graham Education Center

School Performance Grades	2003	2002	2001	2000	1999
	<u>N</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Vision/Mission/Belief Statement(s):

VISION: Bob Graham Education Center is strongly committed to developing a community of caring individuals and lifelong learners. We enrich the community through servicing our students' social and academic needs in order to cultivate positive contributors to our society.

MISSION: The entire Bob Graham Education Center family will empower its students to become lifelong learners and contributors to a global society through teamwork and a united vision.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Bob Graham Education Center

Bob Graham Education Center (BGEC) is located in a middle class community in the northwest section of Miami-Dade County in the town of Miami Lakes. Our current school population of 1383 students enrolled in grades kindergarten through sixth consists of one and eight-tenths percent Asian students, four percent Black students, 81.8 percent Hispanic students, 11.2 percent White students, and one and two-tenths percent Multi-racial students. The percentage of students on free or reduced lunch is 34.9 percent.

Our school houses a resource Gifted program, which consists of 96 students and an Exceptional Student Education program which currently services 51 students. The 264 Limited English Proficient (LEP) students are serviced by one self-contained ESOL teacher, one resource ESOL teacher, and ESOL endorsed general classroom teachers. The Educational Excellence School Advisory Council has identified the following objectives as school-wide priorities for the 2003-2004 school year:

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by 70 percent of the students meeting high standards on the 2004 administration of the FCAT. Additionally, 31 percent of each subgroup identified in the No Child Left Behind requirements will score at state mastery level.

Given instruction using Sunshine State Standards, students will improve their mathematics skills as evidenced by 66 percent of the students meeting high standards on the 2004 administration of the FCAT. Additionally, 38 percent of each subgroup identified in the No Child Left Behind requirements will score at State Mastery Level or above, as indicated by data compiled by the US Department of Education.

Given instruction using Sunshine State Standards, students will improve their writing skills as evidenced by 51 percent of the students scoring a four (4) or above on the 2004 administration of the FCAT.

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by a mean scale score of 296 or above on the 2004 FCAT Science Assessment.

Given instruction using the Sunshine State Standards, all middle school grade level students representing each subgroup enrolled in advanced academics will score at or above grade level in reading and mathematics as determined by the criteria set forth in the No Child Left Behind Act.

The entire Bob Graham Education Center family will empower its students to become lifelong learners and contributors to a global society through teamwork and a united vision.

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.

Major Programs:

- Sunshine State Standards
- Competency-Based Curriculum
- Comprehensive Reading Plan
- Comprehensive Mathematics and Science Plan

Additional Delivery Models:

Bob Graham Education Center provides additional delivery models such as the Accelerated Reader program, Fast Forward, Scholastic Reading Inventory (SRI), and Mathematics and Science Bridges to Careers.

Student Services:

Bob Graham Education Center student services department addresses student needs through programs such as peer mediation, PIN anger management prevention, drop-out prevention, Bully-Free school, and drug/tobacco use prevention.

1.2 Culture

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

Vision:

Bob Graham Education Center is strongly committed to developing a community of caring individuals and lifelong learners. We enrich the community through servicing our students' social and academic needs in order to cultivate positive contributors to our society.

Mission:

The entire Bob Graham Education Center family will empower its students to become lifelong learners and contributors to a global society through teamwork and a united vision.

Core Values:

Bob Graham Education Center firmly believes in providing quality in service, relationships, and communications. We are dedicated to richly impacting the lives of all students and the surrounding community. We believe that we are the positive and underlying force that prepares, bridges, and binds the learners to a world beyond the classroom walls.

1.3 Human Resources

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

Bob Graham Education Center employs a total of 95 full-time staff members and 16 part-time staff members. Of this group, four are administrators, 65 are classroom teachers, four are exceptional student teachers, three are guidance counselors, three are classroom paraprofessionals, 10 are clerical employees, seven are cafeteria employees, seven are custodial service workers, and five provide school security. Of the teaching staff, 31 percent are teachers new to this school with the average length of time teaching at nine years. Fifty-four percent have advanced degrees.

1.4 Building Resources

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

Bob Graham Education Center Main Campus is located on 18 acres in Northwest Miami-Dade County at 15901 N.W. 79 Avenue. The Primary Learning Center is Located on two acres at 8875 N.W. 143 Street. The main campus houses 1073 students, in 39 classrooms, within a two-story building. The Primary Learning Center houses 310 children, in 11 classrooms, within a single story building. The school maintains a cafeteria/auditorium located in the main building

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

with a maximum capacity of 295, a media center that secures the closed-circuit television system, and a physical education shelter located on the south side of the main campus that supports athletic and school-wide activities and programs. This one-year-old school has been wired to provide Internet access to 100 percent of the classrooms, computer lab, media center, and offices and supports before and after school computer access to the Internet for our students and staff.

1.5 Constraints

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

Please refer to Appendix A and B for legislative issues.

2. RELATIONSHIPS

2.1 Student

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

Bob Graham Education Center (BGEC) is located in a middle class community in the northwest section of Miami-Dade County in the town of Miami Lakes. Our current school population of 1383 students enrolled in grades kindergarten through sixth consists of one and eight-tenths percent Asian students, four percent Black students, 81.8 percent Hispanic students, 11.2 percent White students, and one and two-tenths percent Multi-racial students. The percentage of students on free/reduced lunch is 34.9 percent.

Our school houses a resource Gifted program, which consists of 96 students and an Exceptional Student Education program which currently services 51 students. The 264 Limited English Proficient (LEP) students are serviced by one self-contained ESOL teacher, one resource ESOL teacher, and ESOL endorsed general classroom teachers. The Educational Excellence School Advisory Council has identified the following objectives as school-wide priorities for the 2003-2004 school year.

Although BGEC was not assigned a grade by the Florida Department of Education, our school was considered as having achieved Annual Yearly Progress by the United States Department of Education. While we are pleased with this accomplishment, our goals for the 2003-2004 school year, as identified by the Educational Excellence School Advisory Council, focus upon continuous academic improvement in the areas of reading, writing, mathematics, and science.

The students are currently supported by two full-time counselors, a Career Specialist, Reading Leader, and a TRUST Counselor. The Parent Teacher Association of the BGEC is instrumental in garnering community support for our school and helps facilitate any special needs the school may have directly related to the parents.

A quality curriculum based upon the Sunshine State Standards, the Competency-Based Curriculum, and other research-based programs is provided as a response to the unique needs of all of our students. This curriculum includes pedagogy directed toward gifted, ESOL, ESE, and general education students.

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.

Bob Graham Education Center endeavors to link with the community in several ways. The BGEC Parent Teacher Association (PTA), in coordination with the school administration, actively seeks parental involvement to help promote positive school activities. The PTA provides various fundraisers and a host of volunteers serving in various capacities throughout the school.

BGEC actively solicits and maintains community involvement through Dade Partners. Our successful attendance program is supported by our Dade Partners who recognize the importance of daily attendance. Students receive pencils, certificates and discount cards for free food at local restaurants for perfect nine-

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

week attendance.

Our Dade Partners also provide support to many of our school functions and events by monetary donations or food, gift certificates, ribbons, and plaques for things such as attendance incentives, honor roll, and improved effort and achievement. Dade Partners also speak to our students about the importance of education in their careers.

BGEC utilizes outside community arenas to help families in need - Heiken Memorial Fund provides eye exams and glasses, Children's Psychiatric Center provides counseling and therapy, Salvation Army (for clothing), and Big Brothers/Big Sisters for children from single parent families.

2.3 Human Resources

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

Please refer to Staff Development (Appendex C).

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.

Bob Graham Education Center enjoys a collaborative relationship with Florida International University, University of Miami, and Barry University. Students from these universities will provide tutoring and mentoring for at-risk students, and at the same time BGEC teachers will provide supervision to interns from each of these universities. Students from Barbara Goleman and American Senior High School provide tutoring and mentoring for at-risk students at BGEC as well.

The Miami Herald, the University of Miami and Gracewinds Publications are invaluable resources providing references, as well as locally published authors who volunteer their time to address our students and their parents at our Author's Teas.

Our counselors invite our Dade Partners and representatives from local businesses to speak to our students during Career Day.

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 Bob Graham Education Center has increased 38 percent over the past year. BGEC is a kindergarten through eighth grade center which provides an easier transition for our students as they move from elementary to middle school. There is no other kindergarten through eighth grade center close to our boundaries. This environment also provides for cross-age activities such as tutoring, mentoring, and buddy reading. BGEC offers several programs such as gifted, academic excellence, morning and after school FCAT reading / mathematics tutoring, and after school care. Clubs such as Future Educators of America, cheerleading, and jump rope are offered as well. Art, computers / technology, intramural sports, and theater / drama are after school programs which are offered to our middle school students.

3.2 Competitors

This item explores the alternate schools available to students.

Several private schools are within or close to the boundaries of Bob Graham Education Center. These include Our Lady of the Lakes Catholic School, Sunshine Christian Academy, and Dade Christian School. The surrounding public elementary schools are Palm Springs North, Miami Lakes, Joella C. Good, and Charles D. Wyche Jr. Elementary. The surrounding middle schools are Miami Lakes and Lawton Chiles Middle. Palm Springs North Elementary was designated as a "C" school by the Florida Department of Education. Both Joella C. Good and Charles D. Wyche Jr. were designated a "B," and Miami Lakes Elementary was designated an "A". Miami Lakes and Lawton Chiles Middle schools were both designated a "B".

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Bob Graham Education Center is proud of our collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). In addition, our teachers have a direct line to leadership positions through their grade level chairperson and various academic subject department chairpersons. Technical support is given by our technology leader, and workshops have been made available to the staff. Providing our staff with on site C.R.I.S.S. and PACES workshops has encouraged personal and professional growth. The innovative ideas of our teachers have been supported by the leadership of BGEC. We are proud of our before and after school mathematics/reading FCAT tutoring, the Best Bobcat, Attendance Incentive, Accelerated Reader incentive program, Author's Tea, Pajama Party for grades one and two, Buddy Reading, third through fifth grade science pacing guide, and third and fourth grade reading / language arts scope and sequence.

3.4 Dynamics

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

Enrollment at Bob Graham Education Center is expected to increase over the next five years. Vacant land is expected to be converted into housing developments. One of the local golf courses is being taken over by the construction of new town homes. We are anticipating new budgetary constraints and will have to adjust our budget to accommodate the loss of some funds from the county and state.

4. CHALLENGES

4.1 Learning

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

Bob Graham Education Center stakeholders have identified several goals that will improve learning.

Our first goal is raising the performance of FCAT test scores. BGEC is determined to help those students who have exhibited low reading and mathematics performance on the FCAT test. Additionally, 31 percent of each subgroup identified in the No Child Left Behind requirements will score at state mastery level in reading and 38 percent of each subgroup will score at a state mastery level in mathematics.

The second goal for BGEC is to decrease by five percent the number of FCAT Achievement Level One (1) and Two (2) students as indicated by FCAT scores, in the areas of reading and mathematics. In order to help fulfill this goal, students will be given additional reinforcement in those areas.

The third goal for BGEC is for students to increase their technological skills and reinforce their academic skills by increasing time spent on computers within the classroom, computer lab, and media center.

The fourth goal of BGEC is to increase the percent of students in attendance throughout the year. Incentives will be used to help motivate students to attend school on a daily basis.

The fifth and final goal at BGEC is to strive to ensure an environment in which all students feel safe. Our goal is to decrease the number of discipline referrals through a program called Bully-Free Zone that will be implemented throughout the 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.

Bob Graham Education Center stakeholders have identified challenges in relationship to the faculty.

BGEC supports all educational staff in their quest to master and make every effort for excellence in the classroom. New staff members are provided the support and training necessary to succeed. The goal for BGEC is to continue these practices and to give each teacher the opportunity to continue professional growth in the area of teaching and utilizing higher-order thinking skills.

BGEC is developing and managing inclusion model strategies with the Exceptional Student Education population in the general classroom setting. All staff

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

involved with the inclusion model needs to be provided staff development workshops in order to support and succeed in this program.

The staff needs to be provided alternative strategies to better accommodate increased enrollment and overcrowding. Extra support and additional strategies are being provided from the reading and mathematics leaders in order to minimize the effect of increased enrollment.

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.

Bob Graham Education Center has identified issues concerning challenges in operational and external forces.

The biggest challenges for BGEC are safety concerns due to traffic problems when students are being dropped off and picked up from school. The drop off and pick up area is a one-way street, and there is only limited parking available for parents. This parking is shared by visitors and parents who have parent-teacher conferences. The community around the school has blocked major access roads through the addition of security gates and guard houses.

BGEC has a commitment to have open communication with all parents. A concern of the school is the low turn out rate of parents who participate in in-house activities and workshops. One goal for BGEC is to increase parent participation at informal workshops by 20 percent.

The last challenge is a limited offering of classes to sixth grade students. An after-school quasi-seventh period has been added to meet this requirement.

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.

Bob Graham Education Center has identified several issues concerning challenges in process improvement. BGEC did not meet Adequate Yearly Progress (AYP) as defined by the United States Department of Education. Given instruction using the Sunshine State Standards, 31 percent of each subgroup identified in the No Child Left Behind requirements will score at state mastery level in reading and 38 percent of each subgroup will score at state mastery level in mathematics.

Another issue is to lower the number of level one achievement students in Reading and Mathematics by five percentage points. It is also a goal for BGEC to retain a high level of teacher morale. That is why we will continue to use common planning time to facilitate the development of new strategies that can increase student performance and share ideas that work in our diversified classrooms. Another challenge for BGEC is to identify, in a timely manner, those students who demonstrate that they are struggling academically. In order to insure a smooth process, BGEC will use the School Support Team Referral Model so teachers and other staff members can collaborate and disclose strategies that can benefit the struggling learner. The final goal for BGEC is to help streamline the evaluation process for those who require these particular services.

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.

Bob Graham Education Center has identified several issues concerning improvement in education design and support processes. According to the Adequate Yearly Progress requirements our exceptional education student subgroup and students of foreign languages subgroup did not meet the specified percentage of state mastery level. In order to focus on this need, BGEC will provide additional support through their reading and mathematics leaders. Additionally, exceptional education teachers and English as a second language teachers will work cooperatively with classroom teachers for additional support. Our standardized test scores have identified our students who have exhibited low performance on the FCAT Reading and Mathematics tests. In order to focus on this need, BGEC will implement the Fast ForWord, Assess2Learn, Accelerated Reader and FCAT Explorer software programs in conjunction with the remedial reading program. The EESAC budget will provide teacher training in the use of these programs. EESAC funding will also be used to hire hourly teachers for morning tutoring programs for reading and mathematics.

School Profile/ Needs Assessment: (continued)

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Additional funds provided from the district will be utilized to purchase resource books for reading and math for the third grade students. Targeted students will be scheduled daily in the computer lab for participation in the remedial reading program. Tutoring pull out programs will be implemented.

The second process concerns an increase in student technological skills and reinforcement of their academic skills. In order to address this issue, BGEC has purchased additional computers. BGEC has a fully operating computer lab and the media center has computers that are used by students. Students will be able to use software such as Accelerated Reader, Assess2Learn, FCAT Explorer, and River Deep in order to reinforce their academic skills.

BGEC would like to increase the attendance rate to an average of 98 percent throughout the year. Incentives will be used to help motivate students to attend school on a daily basis. BGEC will implement an attendance reward system in which classes with 100 percent attendance will receive incentives and special recognition. In addition, acknowledgement will be given to individual students who attend school on a daily basis and also to the students who show improvement in attendance. Phone calls will be made to parents on the day a student is absent. The attendance counselor and Attendance Committee will initiate an attendance plan. The budget for incentives and other related costs of this project will be funded by BGEC's Dade Partners.

BGEC is striving to decrease the number of conflicts between students. In order to address this need, BGEC will implement a conflict resolution program. Counselors and the Bully Free Committee will sponsor a "Bully Free Environment" zero tolerance program that will be put into action throughout the school. The Bully Free Zone is a three-strike program. Strike One (1). Students who are caught bullying will be referred to a counselor, who in turn will notify the parents. Individual and group counseling will be provided for those students doing the bullying and as well as those being bullied. Strike Two (2). Second time offenders will receive an indoor suspension. Strike Three (3). Third offense results in outdoor suspension.

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.

Bob Graham Education Center has identified several issues concerning the education delivery process. Inclusion is a critical issue challenging classroom teachers. Teachers will be provided with staff development workshops to assist them in the development and management of the inclusion model in the general education classrooms. C.R.I.S.S. training will also be provided for teachers to continue professional growth and to increase their fluency in providing students with skills to enable critical thinking. Staff development on computer software updates will continue to occur so that teachers and staff remain current in this area.

Strategies need to be implemented to better facilitate increased enrollment. In order to address this issue, BGEC will actively implement grade level planning and increased professional development specific to subject areas by utilizing support personnel from the mathematics, language arts, and exceptional education departments.

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.

Bob Graham Education Center stakeholders identified several issues concerning challenges in improving relationships with internal and external forces. Traffic during drop-off and pick-up poses a challenge at our school. In order to address this need, BGEC will collaborate with the Miami Lakes Police Department. Additional faculty members will also be assigned to help facilitate a smooth and safe traffic flow in the morning and afternoon.

Low parent participation in school workshops is a challenge that BGEC faces. To address this, BGEC will institute mathematics and reading nights. Teachers will be encouraged to stress the importance of parent attendance and participation during Open House activities. Room mothers will be asked to phone parents as a reminder of upcoming workshops. Students, whose parents attend informational workshops, will be rewarded with incentives funded by BGEC's Dade Partners.

The final concern identified by BGEC is the limited offering of courses to the sixth grade students. In order to address this concern, BGEC will be offering quasi-seventh period electives such as art, computers, dance, drama, and intramural sports.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Bob Graham Education Center stakeholders have identified several issues concerning challenges in process improvement. Student test results on the FCAT indicate a need to decrease the number of students scoring at FCAT Achievement Levels One (1) and Two (2) in Mathematics and Reading. In order to address this need, targeted students will be provided with tutorial opportunities. Special area teachers will receive training in cross-curricular pedagogy that supports reading, writing, and mathematics instruction in all subject areas. In addition, ESE students will be provided with more contact hours with their general education peers through the inclusion model. Data will be collected on students involved in these efforts and will be analyzed to determine the most effective methods.

School Profile/ Needs Assessment: (continued)

Advanced Academics

(Middle Schools)

Enrollment trends in gifted, honors, and Advanced Placement (AP) classes.

Not applicable, due to the fact that this is Bob Graham Education Center's first year with sixth grade students.

Passing rate of students on the AP examination.

Not applicable, due to the fact that this is Bob Graham Education Center's first year with sixth grade students.

Ethnic breakdown of gifted, honors, and AP classes' enrollment as compared to the school's total population.

The ethnic breakdown of gifted and honors students compared to the school's total population is as follows: four and eight-tenths percent of the students in advanced courses are Asian compared to one and eight-tenths percent of the school population being Asian. Three percent of the students in advanced courses are Black compared to four percent of the school population being Black. Seventy two and five-tenths percent of the students in advanced classes are Hispanic compared to 81.8 percent of the school population being Hispanic. Sixteen percent of the students in advanced courses are White compared to 11.2 percent of the school population being White. Three percent of the students in advanced courses are Multi-racial compared to one and two-tenths percent of the school population being Multi-racial.

Recruitment procedures in place to address underrepresented groups of students in gifted, honors, and AP classes.

It is Bob Graham Education Center's intent to meet the needs of underrepresented groups of students in gifted or advanced classes. Students with free or reduced lunch or those who are identified as ESOL are monitored for gifted or advanced placement. Additionally, upon parent or teacher recommendation, students are screened according to current standardized test scores.

Support mechanisms in place to assist under-achieving students in gifted, honors, and AP classes.

Bob Graham Education Center's student services department schedules class visits to discuss good study habits and other issues that hinder student achievement. Additionally small group interventions are scheduled for added support.

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 has met and has recommended that the Student Achievement Enhancement Program money be used to purchase personnel and materials to increase student achievement in the areas of Reading, Writing, Mathematics and Science.

Training:

The EESAC has met and recommended that training be scheduled for teachers in the areas of Reading, Writing, Mathematics and Science to further student achievement in these areas.

Instructional Materials:

The EESAC has met and recommended that instructional materials be purchased and implemented in the areas of Reading, Mathematics, Science and Technology in order to further student achievement in these areas.

Technology:

The EESAC has met and recommended that resources be purchased and implemented to further student achievement in the areas of Reading, Writing, Mathematics and Science integrating the use of instructional technology.

Staffing:

The EESAC has met and recommended that resources from the Student Achievement Enhancement Program be used to purchase paraprofessionals to work with students in the areas of Reading, Writing, and Mathematics.

Student Support Services:

The EESAC has met and recommended that student support services work with staff to implement the Student Support (SST) model of providing intervention strategies to students not meeting grade level standards.

School Safety and Discipline:

The EESAC has met and recommended that staff continue to implement the schoolwide zero-tolerance on bullies program. Also, staff will continue to implement a peer mediation program in grades three through five.

Other Matters of Resource Allocation:

The EESAC has no additional recommendations at this time.

Benchmarking:

Benchmarking activities will be conducted in accordance with the Comprehensive Reading Program.

School Data Summary: (compare the last 5 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
N	N/A	N/A	N/A	N/A

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	65	61	86	212
% Making Learning Gains	61	73		134
Adequate Progress of Lowest 25% in the school?	60			60
Total School Grade Points	186	134	86	406

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
2002-2003	164	302	18	16	34	28	4	162	303	20	19	33	25	4

School Data Summary: (compare the last 5 years, if available)

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

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
2002-2003	173	302	25	17	34	21	3	172	292	23	26	40	9	2

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
2002-2003	154	291	21	19	36	20	3	154	332	18	21	31	25	6

School Data Summary: (compare the last 5 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
2002-2003	170	3.7	0	1	2	3	22	23	32	11	4	1	1

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	82	3.4	0	1	1	4	34	27	23	6	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
2002-2003	88	3.9	0	0	3	2	11	19	40	15	6	1	2

School Name: Bob Graham Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: N

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 1 2 3

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

Upon close examination of FCAT reading scores, it was discovered that 35 percent of our students did not meet the high standards requirement on the 2003 administration of the FCAT. In addition, we found that only 18 percent of our students with disabilities were reading at or above grade level.

Objective

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by 70 percent of the students meeting high standards on the 2004 administration of the FCAT. Additionally, 31 percent of each subgroup identified in the No Child Left Behind requirements will score at state mastery level.

Definition of Adequate Progress:

Seventy percent of students at BGEC will meet high standards on the Spring 2004 administration of the FCAT. Thirty-one percent of each subgroup will score at or above state mastery level, as defined by the No Child Left Behind legislation.

Evaluation:

Evaluation of this objective will be conducted through comparison of the 2003 FCAT reading results and 2004 FCAT reading results, and the No Child Left Behind report.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bustamante, Kathy		
Hurns, Dawn R		
Fong, Julio		
Yaghdjian, Rouben		

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 non-fiction literature regarding careers and professions in all areas to support the School-To-Career Initiative.	Principal, *Teachers, Career Specialist, Media	Library Resources	Oct. '03	Jun. '04
2. Utilize the results of the Florida Comprehensive Assessment Reading Diagnostic Test administered to students to assist them in developing a course of instruction for their students.	Principal, Reading Leader, *Teachers	FCAT Test Results	Sep. '03	May '04
3. Utilize the Accelerated Reader Computer Program to increase reading comprehension skills. Establish a school-wide incentive program as motivation to encourage the usage of the program.	Assistant Principals, * Reading Leader, Technology Facilitator, Media Specialist	Computer Program Software	Sep. '03	May '04
4. Provide a variety of literature and utilize the Florida Comprehensive Assessment Test Task Cards in English and Spanish to increase specific reading skills such as determining main idea, author's purpose, compare and contrast, and arranging events in chronological order.	Principal, Assistant Principals, Reading Leader, *Teachers	Reading Materials	Sep. '03	Jun. '04
5. Implement flexible scheduling that designates two hours of reading/language arts instruction and one hour daily of collaborative grade-level planning time.	*Principal, Assistant Principals, Reading Leader	Schedules	Aug. '03	Jun. '04
6. Utilize class sets of trade books to support the reading program.	Reading Leader, *Teachers	Reading Leader, Teachers	Oct. '03	May '04
7. Utilize supplementary materials such as Blast Off, Best Practices, and Wild About Words to increase reading and critical thinking skills.	Assistant Principal, Reading Leader, *Teachers	Supplementary Reading Materials	Sep. '03	Jun. '04
8. Provide book reviews and Superintendent's Book of the Month in the mornings on closed circuit TV announcements.	Assistant Principals, WBGEC Sponsor, *Media Specialist	TV Studio	Oct. '03	Jun. '04
9. Utilize intervention strategies for identified students including students with disabilities and Limited English Proficient students through before/during/after school tutorial programs and remedial reading classes.	Principal, *Assistant Principals, Selected Teachers	Before/during/after school tutoring, and remedial classes.	Oct. '03	Mar. '04

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
10. Schedule silent reading time daily while monitoring the Accelerated Reader Program and promote the Comprehensive Reading Plan which requires documented regular home reading to improve independent reading and comprehension skills.	Assistant Principals, *Department Chairs, Media Specialist	Media Center, Accelerated Reader, Reading Logs, Classroom basal reader, and D.E.A.R. Program	Sep. '03	Jun. '04
11. Utilize the Fast ForWord computer based training program and the FCAT Explorer in order to improve learning, reading, language, vocabulary, and comprehension skills for students with disabilities.	General Education Teachers, *E.S.E. Teachers, Reading Leader	Computer Laboratory, Internet Access, Computer Software	Sep. '03	Jun. '04
12. Provide scheduled small group tutoring in order to increase critical thinking and reading comprehension skills.	*Reading Leader	Reading Laboratory	Oct. '03	Jun. '04
13. Provide FCAT Reading Strategies to identified students before school in order to improve performance in reading.	*Assistant Principal, Teachers, Reading Leader, Tutors	Funds for hourly tutors.	Oct. '03	Jun. '04

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: Bob Graham Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: N

School Performance Excellence Goal: # 2 : Mathematics

Aligns with District Goal # 1 2 3

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

Upon examination of data from the spring 2003 administration of the FCAT, it was discovered that 39 percent of students did not meet high standards in mathematics. In addition, 29 percent of all Limited English Proficient students and 18 percent of all students with disabilities scored at or above grade level in mathematics.

Objective

Given instruction using Sunshine State Standards, students will improve their mathematics skills as evidenced by 66 percent of the students meeting high standards on the 2004 administration of the FCAT. Additionally, 38 percent of each subgroup identified in the No Child Left Behind requirements will score at State Mastery Level or above, as indicated by data compiled by the US Department of Education.

Definition of Adequate Progress:

Sixty-six percent of students will meet high standards on the SSS Mathematics Assessment, 2004 Spring administration. In addition, 38 percent of each subgroup will score at or above grade level as defined by the No Child Left Behind Act.

Evaluation:

Evaluation of this assessment will be conducted through comparison of the results of the 2003 and 2004 FCAT, SSS Mathematics Assessment and data from the No Child Left Behind report.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bustamante, Kathy		
Hurns, Dawn R		
Fong, Julio		
Yaghdjian, Rouben		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Institute two mathematics nights for parents in which hands-on activities will be demonstrated for use at home in order to prepare students for the world of work.	*Mathematics Leader	Copy paper and overhead transparencies	Sep. '03	Jun. '04
2. Provide FCAT strategies to students before/after school to improve the performance of students in mathematics.	*Mathematics Leader	Hourly teachers	Sep. '03	Jun. '04
3. Teach mathematics test-taking techniques, including identifying key words, solving two-step problems, gridded responses and explanations of processes used to solve problems.	*Teachers	Test Preparation workbooks	Sep. '03	Jun. '04
4. Encourage students to keep mathematics journals that include but will not be limited to word problems of the day, vocabulary words and items relating to mathematics.	*Teachers	Funding for substitute coverage	Sep. '03	Jun. '04
5. Implement collaborative planning time. Provide teachers with ongoing training in the utilization of effective techniques to teach mathematics in order to improve the performance of students on the FCAT Mathematics Assessment.	*Principal	Training in Sunshine State Standards	Sep. '03	Jun. '04
6. Provide a laboratory where teachers can checkout additional mathematics manipulatives.	*Mathematics Leader	Mathematics manipulatives	Sep. '03	Jun. '04
7. Provide ongoing teacher training and support in order to improve students' skills and their performance in mathematics.	*Mathematics Leader	Teacher guides	Sep. '03	Jun. '04
8. Implement River Deep, Access2Learn and FCAT Explorer software to improve mathematics skills related to Sunshine State Standards.	Teachers, *Technology Specialist	Computers	Sep. '03	Jun. '04
9. Utilize assessment techniques to monitor and assist students in meeting the goals of the Sunshine State Standards in mathematics.	*Teachers	Mathematics series assessments, District developed assessments	Sep. '03	Jun. '04
10. Develop a Professional Development Plan that focuses on acquiring additional teaching strategies that will reinforce the areas of weakness compiled after analysis of the 2003 FCAT Mathematics Test.	*Principal, Teachers, Mathematics Leader	Sunshine State Standards grade level expectations Math Leader	Sep. '03	Jun. '04

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
11 . Utilize the School Support Team (SST) to develop alternative strategies for students who demonstrate unsatisfactory performance in mathematics during the first grading period.	*Assistant Principal, Counselor, Mathematics Leader	Counselors, School Psychologist	Sep. '03	Jun. '04
12 . Incorporate School-To-Career activities by inviting local business people for career day to emphasize the importance of mathematics in their particular line of work.	Assistant Principal *Career Specialist	Guest speaker forum	Sep. '03	Jun. '04
13 . Provide Limited English Proficient students and students with disabilities access to tutoring before and/or after school and additional mathematics support by the Mathematics Leader.	Classroom teachers, *E.S.E. teachers, Mathematics Leader, tutors	Funds for hourly tutors	Oct. '03	Jun. '04

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: Bob Graham Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: N

School Performance Excellence Goal: # 3 : Writing

Aligns with District Goal # 1 2 3

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

Upon close examination of the data provided by the results of the 2003 administration of the FCAT Writing Assessment in grade four, it was discovered that 49 percent of students scored a four (4). In addition, 94 percent of the identified subgroups scored at or above grade level.

Objective

Given instruction using Sunshine State Standards, students will improve their writing skills as evidenced by 51 percent of the students scoring a four (4) or above on the 2004 administration of the FCAT.

Definition of Adequate Progress:

Fifty-one percent of students will score a four (4) or above on the 2004 administration of the FCAT.

Evaluation:

Evaluation of this objective will be conducted through comparison of the 2003 and 2004 administration of the FCAT Writing Assessment.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bustamante, Kathy		
Hurns, Dawn R		
Fong, Julio		
Yaghdjian, Rouben		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Administer the FCAT Writing Pretest and Posttest to all students.	Assistant Principal, *Reading Leader, Teachers	Testing Materials	Sep. '03	Apr. '04
2 . Utilize the Blast Off Writing workbooks.	Assistant Principal, *Teachers	Supplemental Writing Materials	Sep. '03	Jun. '04
3 . Showcase students' writing samples through the Author's Tea.	Assistant Principal, Reading Leader, *Media Specialist	Sponsors	Nov. '03	Jun. '04
4 . Showcase students' published books and writing samples through closed circuit television.	Assistant Principal, *Reading Leader, Teachers	Media Center	Oct. '03	May '04
5 . Provide teacher training with a focus on rubric assessment and holistic scoring.	Assistant Principal, *Reading Leader	Assessment Materials	Oct. '03	Oct. '03
6 . Provide teacher training with a focus on a rubric assessment and holistic scoring to encourage peer editing.	Assistant Principal, Reader Leader, *Teachers	Assessment Materials	Oct. '03	Nov. '03
7 . Provide teachers with a schedule of writing prompts to be utilized with students as evidenced by a portfolio.	Assistant Principal, *Reading Leader, Teachers	Published Materials	Sep. '03	May '04
8 . Invite guest authors to emphasize the importance of writing.	Assistant Principal, Reading Leader, *Media Specialist	Sponsors	Jan. '04	Jun. '04

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: Bob Graham Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: N

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal # 1 2 3

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

Upon close examination of the data provided by the 2003 administration of the FCAT Science Assessment, the mean scale score among all students was 291.

Objective

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by a mean scale score of 296 or above on the 2004 FCAT Science Assessment.

Definition of Adequate Progress:

The mean scale score of students on the FCAT Science Assessment will be 296 or above.

Evaluation:

Evaluation of this objective will be conducted through a comparison of the 2003 and 2004 FCAT Science Assessment results.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bustamante, Kathy		
Hurns, Dawn R		
Fong, Julio		
Yaghdjian, Rouben		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Utilize the scope and sequence pacing chart in order to cover all science objectives that are pertinent to the FCAT Science Assessment.	*Teachers	Science Pacing Chart	Sep. '03	Jun. '04
2. Provide students science test-taking techniques, including identifying key words, solving two-step problems, gridded responses and explanations of processes used to solve problems.	*Teachers	Test Preparation Workbooks	Sep. '03	Jun. '04
3. Provide opportunities for students to keep science journals including but not limited to vocabulary words and items relating to science.	*Teachers	Funding for substitute coverage	Sep. '03	Jun. '04
4. Implement collaborative planning. Provide teachers with ongoing training in the utilization of effective techniques to teach science to improve the performance of students on the FCAT Science Assessment.	*Principal	Training in Sunshine Sate Standards	Sep. '03	Jun. '04
5. Provide teachers a laboratory where teachers can checkout additional science materials.	*Science Department Chair	Science materials and experiment kits	Sep. '03	Jun. '04
6. Provide teachers ongoing training and support in improving students' skills and their performance in science.	*Science Department Chair	Teacher guides	Sep. '03	Jun. '04
7. Utilize assessment techniques to monitor and assist students in meeting the goals of the Sunshine State Standards in science.	*Teachers	Science series assessments, District developed assessments	Sep. '03	Jun. '04
8. Develop a Professional Development Plan that focuses on the acquisition of additional teaching strategies that will reinforce areas of weaknesses identified by analysis of the 2003 FCAT Science Assessment.	*Assistant Principal, Teachers, Science Department Chair	Sunshine State Standards grade level expectations Science Department Chair	Sep. '03	Jun. '04
9. Incorporate School-To-Career activities by inviting local business people for career day to emphasize the importance of science in their particular line of work.	Assistant Principal, *Career Specialist	Guest speaker forum	Sep. '03	Jun. '04
10. Institute a science night for parents in which hands-on activities will be demonstrated for use at home in order to prepare students for the world of work.	*Science Department Chair	Copy paper and overhead transparencies	Sep. '03	Jun. '04

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: Bob Graham Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: N

School Performance Excellence Goal: # 5 : Advanced Academics

Aligns with District Goal # 1 2 3

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

Upon close examination of the 2003 Adequate Yearly Progress Report, less than 70 percent of students in each delineated subgroup scored at or above grade level in reading and mathematics.

Objective

Given instruction using the Sunshine State Standards, all middle school grade level students representing each subgroup enrolled in advanced academics will score at or above grade level in reading and mathematics as determined by the criteria set forth in the No Child Left Behind Act.

Definition of Adequate Progress:

All middle school grade level students will score at or above state mastery level as defined by the No Child Left Behind Act.

Evaluation:

Evaluation of this assessment will be conducted through an examination of the reading and mathematics FCAT scores of students who are enrolled in middle school grade levels and participate in advanced academics. Data will be compiled on each subgroup represented in advanced academic courses in order to determine whether all students who meet this criteria scored at or above grade level.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Hurns, Dawn R		
Fong, Julio		
Yaghdjian, Rouben		
Bustamante, Kathy		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Provide students various forms of literature, engage in research, and be involved in career oriented activities incorporating reading and mathematics in order to emphasize the importance of these subject areas in the world of work.	*Teachers, Reading Leader, Math Leader, Media Specialist, Career Specialist	Computers, Multi-media equipment and printed materials, guest speakers	Oct. '03	Jun. '04
2. Expose students to various genres of literature and incorporate critical thinking skills in the analysis of each piece of literature.	Assistant Principal, Reading Leader, *Teachers	Literature Textbooks, Supplemental Reading Materials, Novels	Sep. '03	Jun. '04
3. Analyze data from the results of the 2003 administration of the reading and mathematics portions of the FCAT in order to ascertain students' strengths and weaknesses.	*Assistant Principals, Reading Leader, Mathematics Leader	School specific assessment data, Mathematics Leader, Reading Leader	Oct. '03	Jun. '04
4. Teach students mathematics test-taking techniques along with other strategies in order to analyze and solve mathematical problems.	*Teachers, Mathematics Leader	Test Preparation Materials	Sep. '03	Jun. '04
5. Utilize mathematics journals in order to keep track of new information, vocabulary, problem solving techniques, areas of concern, and other mathematical issues.	*Teachers, Mathematics Leader	Mathematics vocabulary lists, problems of the day, supplemental mathematics materials	Sep. '03	Jun. '04

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 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.

APPENDIX A

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:

- 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

School District Goals:

APPENDIX B

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.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>FCAT Performance Workshop</i>	Teachers: 71 Administrators: 0 Others: 0	Conduct training for all teachers new to the school.
<i>Project B.E.A.R</i>	Teachers: 5 Administrators: 0 Others: 0	Follow-up workshop for new teachers to first grade.
<i>Reading Leader Staff Development</i>	Teachers: 2 Administrators: 0 Others: 0	Follow-up workshop for Reading Leader.
<i>Guided Reading</i>	Teachers: 3 Administrators: 0 Others: 0	Workshop for teachers new to the school.
<i>Best Practices</i>	Teachers: 7 Administrators: 0 Others: 0	None
<i>Houghton Mifflin Series Training</i>	Teachers: 20 Administrators: 0 Others: 0	Workshop for teachers new to the school.
<i>SRUSS Assessment Training</i>	Teachers: 11 Administrators: 0 Others: 0	None
<i>Grade Three Portfolio Training</i>	Teachers: 7 Administrators: 25 Others: 0	Workshop for teachers new to third grade.
<i>ESOL Assessment Training</i>	Teachers: 14 Administrators: 0 Others: 0	Follow-up training for all ESOL endorsed teachers.
<i>Intensive Care Tutorial Training</i>	Teachers: 3 Administrators: 0 Others: 0	None

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>FCAT Writes Rubric Scoring</i>	Teachers: 26	Conduct workshop for all teachers new to grade levels three through five.
	Administrators: 0	
	Others: 0	
<i>Model Lessons</i>	Teachers: 23	Workshop for all teachers new to third and fourth grade.
	Administrators: 0	
	Others: 0	

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Feeder Pattern Mathematics Training</i>	Teachers: 4	Include sixth grade mathematics department in upcoming Feeder Pattern training.
	Administrators: 25	
	Others: 0	
<i>Feeder Pattern Vertical Articulation</i>	Teachers: 4	Include the sixth grade mathematics department in future Feeder Pattern Vertical Articulation meetings.
	Administrators: 25	
	Others: 0	
<i>Inclusion</i>	Teachers: 84	Follow-up training.
	Administrators: 75	
	Others: 0	
<i>FCAT Explorer</i>	Teachers: 7	On-site workshop for third through fifth grade teachers.
	Administrators: 25	
	Others: 25	
<i>School Support Team (SST)</i>	Teachers: 7	None
	Administrators: 25	
	Others: 0	
<i>Scope and Sequence Guide Training for grades three through five</i>	Teachers: 16	Scope and sequence training for teachers in kindergarten through second grade.
	Administrators: 0	
	Others: 0	

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Elementary FCAT Science Workshop</i>	Teachers: 2 Administrators: 0 Others: 0	Conduct an in-house FCAT Science workshop for all grade levels.
<i>Feeder Pattern Science Training</i>	Teachers: 4 Administrators: 25 Others: 0	None
<i>Science Fair Training</i>	Teachers: 5 Administrators: 0 Others: 0	Conduct an in-house training for all third through sixth grade teachers.
<i>Scope and Sequence Guide Training for third through fifth grade teachers.</i>	Teachers: 16 Administrators: 0 Others: 0	Follow-up workshop.

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Counselors-Linking Forces Mental Health Conference</i>	Teachers: 4 Administrators: 0 Others: 0	None
<i>Inclusion</i>	Teachers: 84 Administrators: 75 Others: 0	Follow-up training.
<i>P.A.C.E.S.</i>	Teachers: 100 Administrators: 100 Others: 0	None
<i>School Technology Training</i>	Teachers: 100 Administrators: 100 Others: 0	Conduct training for all teachers new to the school.
<i>Instructional Technology Conference</i>	Teachers: 18 Administrators: 0 Others: 0	None

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.