

School Name and Number : 2891 - William Lehman Elementary School

School Performance Excellence Plan

Principal: Maria Cruz-Escobar

Telephone #: (305) 273-2140

High School Feeder Pattern: 7361 - Miami Killian Senior

ACCESS Center Five

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.



2003 - 2004

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 2891 - William Lehman Elementary School

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

Vision/Mission/Belief Statement(s):

VISION: William Lehman Elementary School enriches its diverse community through: the conveyance of the multicultural heritage of its stakeholders; the provision of the most conducive educational opportunities to its students, incorporating a curriculum encompassing "High-Tech" technology, critical thinking, and lifelong learning skills; the extension of services to meet the needs of the individual student through its "Soft-Touch" humanistic approach; embracing teamwork as an integral part in providing an environment which promotes teaching and learning.

MISSION: The staff of William Lehman Elementary School is committed to provide a "high-tech/soft-touch" education, expanding the mind of the student and fostering the humanity of the child.

Title I Schoolwide Program: No
Comprehensive School Reform Program: No
SACS Accreditation Process: No

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

William Lehman Elementary School

William Lehman Elementary, a "high-tech/soft-touch" school located in the Sabal Chase community of Miami-Dade County, serves children in grades prekindergarten through five. The student population is comprised of 923 children. The ethnic composition of students in our school consists of 63 percent Hispanic, 25 percent White, 6 percent Black, and 6 percent Other. Students come from a predominantly middle-class socioeconomic background. At William Lehman 30 percent of our student population has been identified as economically disadvantaged. The percentage of Limited English Proficient (LEP) students in the school is 19 percent (181 total number). The students are served by special programs to enhance their academic achievements (Gifted, Academic Excellence, Teaching Enrichment Activities to Minorities [TEAM], English for Speakers of Other Languages [ESOL], Learning Disabilities).

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, a minimum of 50 percent of the students in grade two will increase their reading skills performance by two or more points as determined by the site-authored reading post-test administered in May of 2004, compared to their performance on the site-authored reading pre-test administered in September 2003, while a minimum of 31 percent of the students in each subgroup (Limited English Proficiency and Students With Disabilities) identified by the NCLB (No Child Left Behind) requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, a minimum of 40 percent of the students in grades three and four will score at or above a four, using a writing rubric, as evidenced in May 2004 administration of the site-authored writing post-test, compared to the students' performance on the September 2003 administration of the site-authored writing pre-test.

Given instruction using the Sunshine State Standards, a minimum of 50 percent of the students in grades 4 and 5 will increase their mathematics skills performance by two or more points as determined by the site-authored post-test administered in May of 2004, compared to their performance on the site authored pre-test administered in September 2003, while a minimum of 38 percent of the students in each subgroup (Limited English Proficiency and Students With Disabilities) identified by the NCLB requirements will score at state mastery level.

Given instruction using the Competency-Based Curriculum, each class in K-3 will enter a collaborative science project at the William Lehman Elementary School science fair as evidenced by the Science Fair Project Assessment Form. A minimum of 80 percent of students in grades 4 and 5 will enter individual projects. A minimum of 50 percent of students will score 16 or higher on the Science Fair Project Assessment Form in the 2003-2004 school year.

Given instruction opportunities and resources, 70 percent of the students in grades 2-5 will demonstrate technology participation as documented by individual student performance report logs.

William Lehman Elementary uses a "high-tech/soft touch" philosophical approach to education, leading our students through the 21st century. We have identified goals that will assist our students to be thinkers, to be unafraid of change, and to know how to locate and retrieve information. Through the school framework, technology is infused in all areas of the curriculum, developing a strong foundation in the basic skills. We nurture the child's pro-social qualities of helpfulness, responsibility, and concern for others. Strategies to be implemented include, but are not limited to: utilization of the Competency-Based Curriculum (CBC) and Sunshine State Standards, hands on learning activity centers, integration of science materials and technology, science lab experiences, student portfolios, reading tutoring lab, daily journal writing, technology infusion into the math curriculum, mathematics computation, curriculum development, thematic planning, and continuous monitoring of the School Performance Excellence Plan. These objectives and strategies will complement our mission to provide a "high-tech/soft-touch" education, to expand the mind of the student, and to foster the humanity of the child.

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:

William Lehman Elementary School serves a community that is ethnically diverse and economically varying. The school was built in a middle class, single family and town home community named Sabal Chase. The association homes have the use of a large clubhouse and facilities, security, and grounds maintenance. Surrounding areas include middle class homes and several predominantly lower-income buildings.

The essence of what makes the school unique and successful is the utilization of the latest technologies, educational reforms, and the soft-touch approach. Through the use of educational reform such as student-centered learning centers, small groups activities, and project-based learning, teachers become facilitators of the learning process. This forward thinking encourages the use of technology for discovery, mastery and research as well as critical, authentic, real-world learning, creating a community of life long learners.

The key initiative that distinguishes the school is the infusion of the high-tech/soft touch approach across the curriculum. ESOL classes are enhanced with a new state-of-the-art computer lab; twenty computers equipped with the latest high interest Josten's ELS learning software. Internet e-mail projects abound in classrooms from kindergarten through fifth grade as well as in the learning disabled and gifted programs. Topics range from the ABC's and pennies to American History and Algebra. Projects range in depth from the sharing of a traveling "BEAR," e-mail to Santa, to the building of an extensive webpage in cooperation with classrooms around the globe. The following are examples of the "soft touch approach: Powerful Peaceful Person is a program designed to teach conflict resolution, creating citizens who will make contributions as peacemakers. Children are taught that it takes a powerful person to manage anger. If there was "peace" in the school the previous day, the Powerful Peaceful People Flag is flown in the school courtyard for all to see and be proud of being a peacemaker.

In the Peace Garden stands a Peace Pole, a physical symbol that sets the tone for the Powerful Peaceful Person program. The music teacher composed the Peaceful Powerful People song, which all have learned and sing with pride. This program encompasses many components such as the I Care Messages, which are utilized in teaching conflict resolution, as well as Rules for Fighting Fair. Peer Mediators are trained in conflict resolution techniques and utilized as arbitrators. Peace Capsules were buried in the Peace Garden in the spring of 2000, containing artifacts, photographs, and writings from all students. The capsule will be unearthed in the year 2010. The Native Hammock and Butterfly Garden are sites where students can visit for reflection. They also become extensions of the classroom where all areas of the curriculum can be taught and link students to the duty in protecting the natural environment. The Native Hammock is a result of a challenge grant written to infuse the objectives of the gifted program throughout the school. This allowed the school to purchase native plants to create a rockland hammock. Students have written directions on creating a rockland hammock, which was published and distributed to other schools. This hammock inspired many other published works.

Student Services:

At William Lehman Elementary, students are involved in a multitude of activities including Student Council, Safety Patrols, Morning Annoucement Crew, Future Educators of America, Chorus, Daddy and Me Breakfast, Family Math Night, Reading Buddies, Laser Express (in-house mail system)), and Drama Factory.

1.2 Culture

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

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Vision:

William Lehman Elementary School enriches its diverse community through: the conveyance of the multicultural heritage of its stakeholders; the provision of the most conducive educational opportunities to its students, incorporating a curriculum encompassing "High-Tech" technology, critical thinking, and lifelong learning skills; the extension of services to meet the needs of the individual student through its "Soft-Touch" humanistic approach; embracing teamwork as an integral part in providing an environment which promotes teaching and learning.

Mission:

The staff of William Lehman Elementary School is committed to provide a "high-tech/soft-touch" education, expanding the mind of the student and fostering the humanity of the child.

Core Values:

William Lehman Elementary School enriches its diverse community through: The conveyance of the multicultural heritage of its stakeholders; the provision of the most conducive educational opportunities to its students, incorporating a curriculum encompassing "High-Tech" technological, critical thinking, and life-long learning skills; the extension of services to meet the needs of the individual student through its "Soft-Touch" humanistic approach; embracing teamwork as an integral part in providing an environment which promotes teaching and learning.

The staff of William Lehman Elementary School is committed to provide a "high-tech/soft-touch" education.

At William Lehman Elementary, we share the same responsibility to each and every child by providing our students with opportunities that challenge the individual.

We understand the importance of promoting quality performance throughout the curriculum. We embrace and welcome the diverse population of languages and cultures that comprise the school's population and community. We believe that it is our obligation to provide our students with a rich curriculum infused with a high-tech/soft-touch approach into the total school program in order to assist our students in becoming bilingual and bi-literate citizens.

1.3 Human Resources

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

The professional community consists of 50 full-time instructional personnel, ten part-time non-instructional personnel, and two administrators. Of this number, 46 percent of instructional personnel have their masters degree and 9 percent have their specialist degree. The staff's average years of teaching in Florida is eight. Three of our teachers have taught 30 years or more. The total full-time staff characteristics comprise of 84 percent female and 16 percent male teachers, 49 percent Hispanic, 24 percent White Non-Hispanic, and 27 percent Black Non-Hispanic.

1.4 Building Resources

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

William Lehman Elementary School is located in southern Miami-Dade County at 10990 S.W. 113th Place. Opened in 1995, the campus includes two, two-storied classroom buildings connected by an overpass covered balcony. Classrooms are equipped with a sink, water fountain, bathrooms, and ample closet space. There is a separate wing which houses a cafetorium, a state-of-the-art music room with practice booths and an innovative art room equipped with a patio, kiln room, and supply room. In the center of the campus is the media center, equipped with the latest technology and a large selection of books, magazines, and other research materials.

Classrooms are equipped with computers, printers, and other instructional tools. Every classroom has an Ethernet connection to the Internet through a Local Area Network (LAN), which connects to a Wide Area Network (WAN) via a T1 line. The media center has a computer area with software appropriate for grades kindergarten through five.

The school has purchased basic equipment essential for the physical education program. The music and art programs have the necessary instruments and supplies needed to teach quality-based programs. Additionally, the school utilizes a wide variety of scientific equipment for hands on, scientific investigative activities. Audio/visual equipment has been purchased for close-circuit morning announcement activities.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

The ethnic composition of students in our school consists of 63 percent Hispanic, 25 percent White, 6 percent Black, and 6 percent Other. At William Lehman 30 percent of our student population has been identified as economically disadvantaged. The percentage of LEP students in the school is 19 percent (181 total number). The number of languages represented is 13, consisting of the following: Arabic, German, Korean, Portuguese, Urdu, Chinese, Haitian-Creole, Pakistani, Russian, French, Japanese, Persian and Spanish. Students receiving special education services are 18% (163 total students). The student mobility rate during the past year was 20 percent.

William Lehman Elementary assesses the needs of the students through regularly scheduled subject area and grade level planning meetings. These meetings provide an excellent forum for all staff members through dialogue and conversations. The staff of William Lehman Elementary understands that success in school is not only limited to academic gains but also involves the emotional and social growth of the child. Our guidance counselor conducts schoolwide counseling sessions in the classrooms as well as trains teachers to act as facilitators in the conflict resolution process. In addition, our counselor heads the Powerful Peaceful Person and Courteous Me programs which instill conflict resolution and mediation techniques as well as fostering peace and courtesy in all students. To promote positive role models throughout the school, William Lehman maintains the buddy reading and mentoring program. Additionally, the Drama Factory promotes an end-of-year quality-based expressive arts production, which supports student, teacher and parent involvement, creating a positive culture for the school. The before and after-school care program services 31 percent of the student population. This program goes beyond the traditional childcare. The leaders expose children to activities that enrich their school day.

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.

William Lehman Elementary promotes community involvement in several ways. Each year at the beginning of the school year, William Lehman's PTA sponsors a community ice cream social event on the school grounds. Past events have taken the form of monthly seminars, cooperative partnering with the local universities, and teacher provided workshops. This allows the school to keep up with the changing needs of the changing community that surrounds it.

The goals for all stakeholders at William Lehman Elementary School are based on our "high-tech/soft-touch" approach to education. Faculty, staff, parents and students understand our school goals and diligently work together in assuring an acceptable outcome. The School Performance Excellence Plan goals are reviewed on a monthly basis and revised every year by the EESAC committee composed of an administrator, elected staff members, parent representatives, student representatives, and a representative of the business community. Outcomes of this committee's meetings are conveyed to all stakeholders through newsletters, faculty meetings, PTA meetings, Open House night, teacher handbooks, and parent handbooks.

2.3 Human Resources

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

Please refer to Staff Development (Appendix 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.

William Lehman Elementary has worked jointly with parents and community partnerships to continue enhancing the already effective methods of instruction while focusing on the goals determined by the Educational Excellence School Advisory Committee.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

We have reached out to the business community and have established a positive relationship that has greatly contributed to our school success. Simultaneously, the community has been rewarded with a prize-winning school. Community partnerships include the following: Publix, McDonalds, Burger King, Thunder Wheels Skating Center, Carvel, Lovell Farms, Papa John's Pizza, Gang Awareness Program, Toys R Us, Miami-Dade County Fire Department, Ibiley School Uniforms, and Tony Roma's restaurant. Other contributors include Dairy Queen, Home Depot, Kendall Gardens, K-Mart, Blockbuster Video, Tex-Mex, Big Cheese, and Canto Jays Restaurant.

William Lehman Elementary School enjoys a collaborative relationship with local universities and colleges providing supervision to interns. The majority of students leaving William Lehman Elementary after fifth grade will attend Arvida or Glades Middle Schools. The staff from William Lehman Elementary works closely with the middle schools on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school. The Boy Scouts and Girl Scouts are active on campus, with William Lehman providing the cafetorium for use as a meeting place.

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.

William Lehman has earned the distinction of being recognized as an "A" school by the Florida Department of Education. The school has also been recognized as a Florida State finalist for the Blue Ribbon Award. William Lehman is proud of these aforementioned distinctions.

3.2 Competitors

This item explores the alternate schools available to students.

Numerous elementary schools that service students from the same community are Leewood Elementary, Devon Aire Elementary, and Kendale Elementary. Public school magnets that target students from our community include F.C. Martin Elementary and R.R. Moton Elementary. Several private schools are within or close to the boundaries of William Lehman Elementary School, including Sunset Preparatory School, The Heritage School, Killian Oaks Academy House of Learning, and St. John Neumann Elementary School. Additionally, there is one charter school such as Spiral Tech Elementary that draws students from the same locations as does William Lehman Elementary. The Florida Department of Education grades William Lehman as an "A" school. The surrounding elementary schools are nearly all "A", "B", and "C" schools, so William Lehman is proud to have met and exceed all of the criteria mandated by the state.

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.

William Lehman Elementary School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed.

William Lehman Elementary School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This on-going communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs.

3.4 Dynamics

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

Enrollment at William Lehman Elementary School has maintained stability for the past eight years, averaging 970 students per year. An increase in population of Limited English Proficient students is due to the recent immigration of the South American population into the Miami/Kendall area. Additionally, the demographics of the neighborhood indicate that the population consists of a working class, middle to upper middle class socioeconomic background.

4. CHALLENGES

4.1 Learning

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

William Lehman Elementary School has identified several issues concerning challenges in learning. The issues are the parental involvement of low achieving

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

students and the student attendance rate. In addition, upgrading technology is a financial challenge, requiring additional monies and personnel.

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.

William Lehman Elementary has identified challenges in relationships to faculty and among these are teacher mobility due to maternity leaves, career development opportunities, or pursuit of an alternate career choice.

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.

William Lehman Elementary School has identified several issues concerning challenges to relationships with internal operations and external forces, including a growing number of immigrant students.

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.

William Lehman Elementary School has identified an issue concerning challenges in process improvement in compliance with the No Child Left Behind national mandate. The school's LEP students reading at or above grade level was 21 percent, instead of the required 31 percent during the 2002-2003 test administration. Students with disabilities scoring at or above grade level in reading was 20 percent and in mathematics 28 percent.

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.

William Lehman Elementary School has identified an issue concerning improvement in education design and support process. An after-school tutorial program will continue to provide students, not meeting state standards during the 2002-2003 test administration, additional academic support. Classroom teachers, supporting students in their academic pursuits, mentor this program. An incentive attendance program will be maintained to increase the student attendance rate.

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.

William Lehman Elementary School has identified an issue concerning improvement in education design and support process improvement, which include Professional Development Day, unity builders, and experienced teacher colleagues, in addition to quality-based professional development programs which allow beginning teachers essential insight into the educational delivery process.

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.

William Lehman Elementary School has identified an issue concerning challenges in improving operational and external forces processes. Due to promotions, there is a high turnover rate of teachers which has resulted in beginning teachers being hired. Additionally, the use of new technologies has resulted in the need to upgrade and purchase additional network servers in the maintenance of technology instructional operations.

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.

William Lehman Elementary School has identified an issue concerning challenges in process improvement. Targeted students will be provided with tutorial opportunities. 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)

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 recommended that books for the media center and reading support materials be targeted in the school budget. The EESAC budget will be allocated toward both technology and library accounts.

Training:

The EESAC recommended the continuation of staff development in the areas pertaining to the District's Comprehensive Reading Program, Mathematics, Science, and FCAT questioning strategies.

Instructional Materials:

The EESAC recommended the purchase of more books for the media center and reading classes to support the Comprehensive Reading Plan.

Technology:

The EESAC recommended the purchase of additional hardware and/or software curricula to support the School Performance Excellence Plan.

Staffing:

The EESAC recommended the hiring of paraprofessionals and after school tutors.

Student Support Services:

The EESAC recommended the continuation of the Audio Visual Team/Morning News Crew, Safety Patrols, Future Educator's of America (FEA), and Student Council.

School Safety and Discipline:

The EESAC supports the following programs that promote school safety and discipline throughout the school: the Powerful and Peaceful Program, Courteous Me Program, Safety Patrols, Student of the Month, and Citizenship Award Program.

Other Matters of Resource Allocation:

The EESAC recommended the continuation of an after school home learning program.

Benchmarking:

The EESAC recommended the continuation of utilizing standardized and criterion-referenced test results as tools of comparison to neighboring schools, as well as targeting students' strengths and weaknesses.

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
A	B	A	A	C

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	77	79	95	251
% Making Learning Gains	70	78		148
Adequate Progress of Lowest 25% in the school?	73			73
Total School Grade Points	220	157	95	472

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	77	76	88	241
% Making Learning Gains	67	84		151
Adequate Progress of Lowest 25% in the school?	55			55
Total School Grade Points	199	160	88	447

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

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

Grade Level: 03

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	173	315	13	16	35	30	6	173	331	12	12	38	26	13
2001-2002	156	303	20	14	29	33	4	157	321	13	18	31	30	8
2000-2001	169	294						169	297					

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	165	318	16	15	30	33	7	165	319	15	17	39	21	9
2001-2002	169	301	27	12	32	25	4	169	310	18	18	37	22	4
2000-2001	166	311	23	11	30	27	8	166	309					
1999-2000	176	295	32	11	26	24	6							
1998-1999	143	295	33	14	31	21	1							

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

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

Grade Level: 05

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	161	298	17	19	40	22	2	161	346	14	16	19	35	16
2001-2002	179	298	20	13	39	20	7	178	348	13	20	15	35	17
2000-2001	200	282						200	332	21	23	15	27	15
1999-2000								165	334	18	19	25	30	8
1998-1999								135	319	25	29	19	24	3

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	163	4	0	1	1	2	11	14	32	17	7	7	4
2001-2002	164	3.7	1	1	3	2	21	10	33	9	13	2	1
2000-2001	156	3.6	2	0	4	3	23	13	29	8	13	1	1
1999-2000	176	3.4	2	1	7	6	26	13	30	9	3	1	2
1998-1999	142	3.2	1	4	8	9	32	14	18	9	3	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
2002-2003	80	3.9	0	1	0	5	9	18	30	14	9	9	3
2001-2002	81	3.7	2	1	1	4	21	10	28	10	16	2	0
2000-2001	77	3.6	3	0	4	3	16	13	32	6	16	1	1
1999-2000	90	3.5	0	0	10	6	22	12	32	10	2	0	3
1998-1999	72	3.1	3	7	11	13	24	10	17	11	4	0	0

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

FCAT Writing (all curriculum groups)

Grade Level: 04

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	83	4	0	0	1	0	13	11	34	20	6	6	5
2001-2002	83	3.7	0	0	5	1	22	11	37	8	10	2	1
2000-2001	79	3.5	1	0	4	3	30	13	25	9	10	1	0
1999-2000	86	3.3	3	1	3	7	29	13	27	8	3	1	0
1998-1999	70	3.3	0	0	6	6	41	19	20	7	1	0	0

School Name: William Lehman Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2003 FCAT Reading test indicate that 77 percent of the students have met the state required mastery level, 70 percent have made annual learning gains, and 23 percent more than the required 50 percent of students scoring in the lowest 25 percent have made annual gains.

Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, a minimum of 50 percent of the students in grade two will increase their reading skills performance by two or more points as determined by the site-authored reading post-test administered in May of 2004, compared to their performance on the site-authored reading pre-test administered in September 2003, while a minimum of 31 percent of the students in each subgroup (Limited English Proficiency and Students With Disabilities) identified by the NCLB (No Child Left Behind) requirements will score at state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if a minimum of 50 percent of students in grade two increase their reading skills performance by two or more points, and a minimum of 31 percent of the students in each subgroup identified by the NCLB requirements will score at state mastery level.

Evaluation:

This objective will be evaluated by comparing the results of the pre-test and post-test and the results of the 2004 FCAT.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Cruz-Escobar, Maria		Bandrich, Esperanza		Lerner, Margaret	
Siles, Elieser		Jackson, Misty		Fahmie, Elisa	
Zacharia, Linda		Brannock, Chuck			
Fajet, Deborah		Gonzalez, Erik			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Continue staff development for the district's Comprehensive Reading Plan to enhance student achievement.	Principal/*Assistant Principal	Textbooks: AIM Higher, Blast Off! Mascot's FCAT Reading	Sep. '03	Jun. '04
2. Continue utilization of the Reading components of the Competency-Based Curriculum for classroom instruction.	Assistant Principal	Textbooks: AIM Higher, Blast Off! Mascot's FCAT Reading	Sep. '03	Jun. '04
3. Utilize the media center as part of the classroom reading activity centers.	Media Specialist	Media Center	Sep. '03	Jun. '04
4. Collaborate with the media specialist in the development of reading activities such as Sunshine State Reading, Florida Reading Association, and Children's Book Award programs.	Assistant Principal	Media Center	Sep. '03	Jun. '04
5. Continue to infuse technology into reading through the Compass, Accelerated Reader and STAR programs.	Technology Coordinator	School-wide local area network	Sep. '03	Jun. '04
6. Continue a buddy reading program, pairing students of different grade levels.	Reading Leader	Classroom libraries/ Media Center	Sep. '03	Jun. '04
7. Continue to support incentive reading programs such as Book It, Accelerated Reader and Lunch Bunch to promote the students' love for reading.	*Classroom Teachers/Media Specialist	Media Center	Sep. '03	Jun. '04
8. Integrate reading FCAT task cards and questioning strategies throughout the school curriculum.	Reading Leader	FCAT Task Cards	Sep. '03	Jun. '04
9. Emphasize the reading of library books at or above the independent reading level.	Reading Leader, *Media Specialist	Media Center	Sep. '03	Jun. '04
10. Utilize the FCAT Explorer Program to enhance reading skills.	Classroom teachers	Computer/Internet	Sep. '03	Jun. '04
11. Provide additional support for each subgroup identified in the NCLB.	Classroom teachers	Media center/ Classroom	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: William Lehman Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal # 2

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)

Needs Assessment

Results of the 2003 FCAT Writing test indicate that a 67 percent of the students in fourth grade scored at or above a four on the Florida Writes 2003 FCAT Writing post-test.

Objective

Given instruction using the Sunshine State Standards, a minimum of 40 percent of the students in grades three and four will score at or above a four, using a writing rubric, as evidenced in May 2004 administration of the site-authored writing post-test, compared to the students' performance on the September 2003 administration of the site-authored writing pre-test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if a minimum of 40% of the students in grades three and four score at or above a four as evidenced in the May 2004 administration of the Writing post-test.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Writing Test. Quarterly teacher assessment will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Cruz-Escobar, Maria		Lerner, Margaret		Fahmie, Elisa	
Siles, Elieser		Bandrich, Esperanza		Gonzalez, Erik	
Zacharia, Linda		Brannock, Chuck			
Jackson, Misty		Fajet, Deborah			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue staff development in the writing aspect of the district's Comprehensive Reading Program to enhance student achievement.	Principal	Workshops, Teacher Education Center	Sep. '03	Jun. '04
2 . Continue utilization of writing competencies of the Sunshine State Standards for classroom instruction.	Assistant Principal	FCAT Florida Writes materials	Sep. '03	Jun. '04
3 . Infuse technology into the writing program through various word processing applications and internet projects.	Reading Leader	Writing portfolio	Sep. '03	Jun. '04
4 . Provide daily journal writing time during the Language Arts block.	Reading Leader	Writing portfolio	Sep. '03	Jun. '04
5 . Have students respond to a variety of writing topics on a regular basis.	Reading Leader	Writing portfolio	Sep. '03	Jun. '04
6 . Continue the utilization of a monthly writing topic school wide.	Reading Leader	Closed Circuit Television	Sep. '03	Jun. '04
7 . Initiate a school wide postal service, Laser Express, to promote letter writing and communication skills.	Assistant Principal	Parent Teacher Association (PTA)	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: William Lehman Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal # 2

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2003 FCAT Mathematics test indicate that 84% of the students in grades four and five increased their performance on the mathematics post-test by two or more points as compared to the mathematics pre-test.

Objective

Given instruction using the Sunshine State Standards, a minimum of 50 percent of the students in grades 4 and 5 will increase their mathematics skills performance by two or more points as determined by the site-authored post-test administered in May of 2004, compared to their performance on the site authored pre-test administered in September 2003, while a minimum of 38 percent of the students in each subgroup (Limited English Proficiency and Students With Disabilities) identified by the NCLB requirements will score at state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if a minimum of 50 percent of the students in grades 4 and 5 will increase their mathematics skills performance by two or more points as determined by the site-authored mathematics post-test administered in May 2004, compared to their performance on the site-authored mathematics pre-test administered in September 2003.

Evaluation:

This objective will be evaluated by scores of the FCAT Mathematics post-test. Quarterly teacher assessment will be used to monitor progress through the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Cruz-Escobar, Maria		Fahmie, Elisa		Gonzalez, Christy	
Siles, Elieser		Brannock, Chuck		Jackson, Misty	
Zacharia, Linda		Bandrich, Esperanza			
Fajet, Deborah		Lerner, Margaret			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue to utilize business management and economic skills while operating a school store.	Media Specialist	Media Center, News Crew Team	Sep. '03	Jun. '04
2 . Continue to provide staff development in the area of mathematics through district-wide programs and workshops to enhance student achievement.	Principal, Mathematics Chairperson	Schoolwide mathematics scope and sequence	Sep. '03	Jun. '04
3 . Continue utilization of the math components of the Competency-Based Curriculum for classroom instruction.	Assistant Principal	Houghton Mifflin Math Central Textbooks	Sep. '03	Jun. '04
4 . Continue a diversified mathematics program that infuses a variety of instructional techniques using current technology.	Assistant Principal	Schoolwide mathematics scope and sequence	Sep. '03	Jun. '04
5 . Sponsor school-wide motivational programs that increase the students' mathematics computation and application skills (i.e. televised mathematics, Sunshine State Math, Family Math Night, Math Bowl).	Principal, *Mathematics Dept. Chair	Parent Teacher Association (PTA)	Sep. '03	Jun. '04
6 . Promote writing in the mathematics curriculum through weekly journals, media center research, word problems, and various computer applications.	*Mathematics Teachers/Media Specialist	Writing Journals	Sep. '03	Jun. '04
7 . Continue to infuse TEAM and higher-level questioning strategies into the mathematics curriculum.	Mathematics Department Chairperson	"Team" curriculum and guidelines provided by the district	Sep. '03	Jun. '04
8 . Promote collaborative small group learning mathematics activities.	Mathematics Teachers	Classroom centers, Teachers	Sep. '03	Jun. '04
9 . Utilize the technology programs to enhance Mathematics skills.	Classroom teachers	Computer/Internet FCAT Explorer	Sep. '03	Jun. '04
10 . Provide additional support for each subgroup identified in the NCLB.	Classroom teachers	Classroom libraries/ Media Center	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: William Lehman Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal # 2

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2003 Science Fair projects scores indicate that 81 percent of the students scored a sixteen or higher on their science projects.

Objective

Given instruction using the Competency-Based Curriculum, each class in K-3 will enter a collaborative science project at the William Lehman Elementary School science fair as evidenced by the Science Fair Project Assessment Form. A minimum of 80 percent of students in grades 4 and 5 will enter individual projects. A minimum of 50 percent of students will score 16 or higher on the Science Fair Project Assessment Form in the 2003-2004 school year.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if a minimum of 50 percent of the students score 16 or higher on the Science Fair Assessment Form in the 2003-2004 school year.

Evaluation:

This objective will be evaluated by the Science Fair Project Evaluation Form and teacher made evaluation forms in the 2003-2004 school year.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Cruz-Escobar, Maria	Fahmie, Elisa	Lerner, Margaret
Siles, Elieser	Brannock, Chuck	Jackson, Misty
Zacharia, Linda	Bandrich, Esperanza	
Fajet, Deborah	Gonzalez, Erik	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Expose all students to Science-related careers through instruction based on the science curriculum and hands-on activities related to the scientific investigative process.	Grade Level Chairs	Science Lab and equipment	Sep. '03	Jun. '04
2 . Continue utilization of the science components of Sunshine State Standards for classroom instruction.	Assistant Principal	Harcourt Brace Science textbooks	Sep. '03	Jun. '04
3 . Have students demonstrate an understanding of the science competencies through the utilization of hands-on materials.	Grade Level Chairs	Harcourt Brace Science textbooks	Sep. '03	Jun. '04
4 . Provide science material, technology hardware and software to support the Sunshine State Standards.	Assistant Principal	Science Lab	Sep. '03	Jun. '04
5 . Provide opportunities for hands-on experiments in the science lab to offer concrete reinforcements of the scientific method.	Grade Level Chairs	Science Lab	Sep. '03	Jun. '04
6 . Maintain students' internet access for science-related research purposes.	Technology Coordinator	Computers, wide area network	Sep. '03	Jun. '04
7 . Continue the use of small-group collaborative study to enable students to demonstrate an understanding of the scientific method.	Grade Level Chairs	Science Lab	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: William Lehman Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 5 : Technology

Aligns with District Goal # 2

State Goal #: _____

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)

Needs Assessment

Student records indicated that 80 percent of students in grades 2-5 participated in the use of technology programs, 47 percent of students in grades 2-5 participated in the use of the Accelerated Reader program, and 72 percent of 4th and 5th grade students participated in the FCAT Explorer program.

Objective

Given instruction opportunities and resources, 70 percent of the students in grades 2-5 will demonstrate technology participation as documented by individual student performance report logs.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students in grades 2-5 demonstrate technology participation as documented by individual student performance.

Evaluation:

This objective will be evaluated by individual student performance report logs and software reports showing an increase in participation in the use of technology programs.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Cruz-Escobar, Maria		Bandrich, Esperanza		Lerner, Margaret	
Siles, Elieser		Brannock, Chuck		Jackson, Misty	
Zacharia, Linda		Fahmie, Elisa			
Fajet, Deborah		Gonzalez, Erik			

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 Accelerated Reader, Compass, STAR, and other reading software applications to be used during student visitation to classroom learning centers.	Assistant Principal	Renaissance Learning, Compass Computer Software	Sep. '03	Jun. '04
2 . Incorporate technology into the writing process at all grade levels.	Reading Leader	Writing Portfolio	Sep. '03	Jun. '04
3 . Introduce, explore, and reinforce Mathematics computation and application skills through the use of a variety of technologies and computer applications.	Mathematics Department Chair	Schoolwide Network, Classroom Computer Lab	Sep. '03	Jun. '04
4 . Continue to utilize emerging technologies within the scientific method (i.e. Windows on Science video disk lessons, on-screen microscopes, internet tools.	Science Department Chair	Science Lab	Sep. '03	Jun. '04
5 . Continue to use the media center as the technological hub of the school's resources.	Media Specialist	Media Center, Network Server	Sep. '03	Jun. '04
6 . Utilize computer software to foster keyboarding skills within the student body.	Technology Coordinator	Classroom Computer Lab	Sep. '03	Jun. '04
7 . Initiate the use of Compass Learning in the areas of Reading, Language Arts, Writing and Mathematics.	Assistant Principal	Schoolwide Netowrk, Classroom Computer Lab	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:

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

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Harcourt Reading Series Workshop</i>	Teachers: 50 Administrators: 0 Others: 0	No additional training
<i>Assessment Training for Prekindergarten Teachers</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Reader Leaders Staff Development</i>	Teachers: 2 Administrators: 0 Others: 0	Ongoing training
<i>Project "O.W.L."</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Reading Standards Staff Development</i>	Teachers: 2 Administrators: 0 Others: 0	Ongoing training
<i>Project "B.E.A.R."</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Reading Assessment and the LEP Child</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Higher Order Thinking Skills</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>TEAM Workshop</i>	Teachers: 4 Administrators: 0 Others: 0	Ongoing training
<i>Portfolio Guidelines for Third Grade Teachers</i>	Teachers: 8 Administrators: 0 Others: 0	No additional training.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Reading Leaders Staff Development</i>	Teachers: 2 Administrators: 0 Others: 0	Ongoing training
<i>Portfolio Guidelines for Third Grade Teachers</i>	Teachers: 8 Administrators: 0 Others: 0	No additional training
<i>Vertical Team - Language Arts</i>	Teachers: 2 Administrators: 0 Others: 0	Ongoing training

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Instructional Improvement Team.</i>	Teachers: 2 Administrators: 50 Others: 0	Ongoing training
<i>Killian Vertical Team meeting</i>	Teachers: 2 Administrators: 0 Others: 0	Ongoing training

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Instructional Improvement Team.</i>	Teachers: 2 Administrators: 50 Others: 0	No additional training

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
----------	--------------------	----------------

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>SPEP Meeting</i>	Teachers: 6 Administrators: 100 Others: 0	No additional training
<i>ABC School Profile Training</i>	Teachers: 0 Administrators: 100 Others: 0	No additional training
<i>Region Elementary Counselor's Meeting</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Physical Education General Meeting</i>	Teachers: 4 Administrators: 0 Others: 0	Ongoing training
<i>Student's Services Mini Conference</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Jump Rope for Heart and Hoops for Heart Inservice</i>	Teachers: 4 Administrators: 0 Others: 0	No additional training
<i>Florida Dept. of Education Physical Education Workshop</i>	Teachers: 4 Administrators: 0 Others: 0	No additional training
<i>Project-Based Learning and the Internet</i>	Teachers: 6 Administrators: 0 Others: 0	No additional training
<i>Idea Expo</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>School-to-Career Connections</i>	Teachers: 4 Administrators: 50 Others: 0	No additional training
<i>Innovative Games and Activities</i>	Teachers: 4 Administrators: 0 Others: 0	No additional training

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>African American History Advocates</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Florida Diagnostic and Learning Resources</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Student Performance Plan Staff Development</i>	Teachers: 2 Administrators: 100 Others: 0	No additional training
<i>Ethics Professional Development Program</i>	Teachers: 0 Administrators: 50 Others: 0	No additional training
<i>Meeting for Region V Microsystems Technicians & Computer Specialists</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Elementary Gifted Education Workshop</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>FCAT Fitness Workshop</i>	Teachers: 1 Administrators: 0 Others: 0	No additional training
<i>Microsoft Training for Microsystems Technicians</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>New Teacher Orientation</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Region Elementary Counselor's Meeting</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>K-1 Workshops</i>	Teachers: 4 Administrators: 0 Others: 0	No additional training

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Overnight Jump rope Skills</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Microsoft XP Training</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training
<i>Line Dancing Workshop</i>	Teachers: 2 Administrators: 0 Others: 0	No additional training

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.