

School Name and Number : 3021 - Little River Elementary School

# School Performance Excellence Plan

Principal: Gloria P. Barnes

Telephone #: (305) 754-7531

High School Feeder Pattern: 7301 - Miami Edison Senior

ACCESS Center Four

Board District #: 2 - Dr. Solomon C. Stinson

## 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: 3021 - Little River Elementary School

School Performance Grades	2003	2002	2001	2000	1999
	<u>D</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>D</u>

### Vision/Mission/Belief Statement(s):

**VISION:** The vision of Little River Elementary School is to provide instruction that develops each student's maximum potential in a safe learning environment. To promote self-sufficient members in a multicultural society, Little River Elementary School will commit to the development of the whole child.

**MISSION:** We believe that Little River Elementary School should reflect a caring community, a safe and fair environment in which the school and staff, with the support of parents and community members, guide the children toward respecting others, understanding the varied cultures of our society, and striving for academic and behavioral excellence.

All students, including those with special needs, should be prepared for a rapidly changing technological world and should be able to access information, solve problems, think critically, make decisions, and learn to cooperate and work productively with others. Ongoing communication and collaboration among classroom teachers, support staff, and the principal result in an integrated program for all students, including those with special needs.

All student progress in achieving the established instructional and social goals and should be frequently and systematically monitored using a variety of assessment techniques.

Our students should become enthusiastic, life-long learners and productive citizens.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

## School Profile/ Needs Assessment:

### EXECUTIVE SUMMARY

#### Little River Elementary School

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Little River Elementary School is located in an urban setting, currently serving approximately 710 students in Pre-kindergarten through fifth grade. Our school population of mostly low socio-economic families of Haitian descent is 83 percent Black, 15 percent Hispanic, 2 percent multicultural, and 1 percent Caucasian, Non-Hispanic. Due to the economic fluctuations of the families that are part of the Little River community, the school has a mobility index of 43 percent and an attendance rate of 93.83. Of the student population, 25 percent are Limited English Proficient (LEP); 13 percent are in Exceptional Student Education (ESE); and 98.9 percent are free or reduced lunch. Of the English for Speakers of Other Languages (ESOL) population 26 are Level 1, 39 are Level 2, 36 are Level 3, and 63 are Level 4. Within the ESE population, there are five exceptionalities represented; 32 students in Specific Learning Disabilities, 1 in Orthopedically Impaired, 1 in Educable Mentally Handicapped, 23 in Language Impaired, and 15 in Gifted. Pertinent data such as School Demographics and Academic Profile, Stanford Achievement Reports, FCAT results, School Report Card, and the School Climate Survey were carefully analyzed and evaluated in order to develop the objectives of the 2003-2004 School Performance Excellence Plan. Little River Elementary School, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as its schoolwide priorities for the 2003-2004 school year.

Given instruction using Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 5 percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2004 administration of the FCAT, while 31 percent of each subgroup identified in the No Child Left Behind (NCLB) requirements will score at the State required mastery level.

Given instruction using Sunshine State Standards, students will increase their Writing skills by at least 1 percent as documented by scores of the 2004 FCAT Writing Test, as compared to the scores of the 2003 FCAT Writing Test.

Given instruction using Sunshine State Standards, all subgroups in grades three through five will improve their mathematics skills as evidenced by 54 percent of students reaching the state required mastery level and 76 percent making annual learning gains as documented by scores of the 2004 FCAT Mathematics Test, while 38 percent of all subgroups identified in the NCLB requirements will score at the State required mastery level.

Given instruction using the Sunshine State Standards fifth grade students will increase their knowledge of science as evidenced by an of 5 points on the mean scale score on the 2004 FCAT Science Test.

In order to achieve these objectives, appropriate strategies have been planned by all of the school's stakeholders. Strategies to be implemented include SRA-Direct Instruction reading program (DI), mathematics/ science activities that emphasize problem solving and critical thinking skills, software for the implementation of the writing process, and professional development. The objectives complement our mission to develop each student's maximum potential.

## 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:

Little River Elementary School provides educational services based on the Sunshine State Standards in Pre-kindergarten through grade five. The research-based program implemented in reading is Scientific Reading Association/Direct Reading Instruction in Pre-Kindergarten through fifth grade. During the 2003-2004 school year, we are using a co-teaching model in grades one through three. In third through fifth grades, students are homogeneously grouped and departmentalized in reading, writing, and mathematics. Teachers at any grade level may choose to 'loop', move up to the next grade level with their class.

Additionally, there are tutoring programs provided on Saturdays and during and after school. Instruction is provided in traditional classroom settings and is enhanced by computer-based instructional activities and infused with multicultural instruction across the curriculum. School-to-home connections are fostered through a parent outreach program and a family support team composed of teachers and parents.

###### Student Services:

Throughout the school year the Family Support Team sponsors meetings for parents. These meetings keep the parents and faculty up to date on each group's needs. This allows the school to keep up with the changing needs of the community that surrounds it.

Little River Elementary School endeavors to link with the community in several ways. Each year, in the spring, Little River's PTA sponsors a Community Family Day on the school grounds. The entire neighborhood is invited. Booths are set up to offer services and to seek help and involvement from the community. Many of the parents of our students are employed in low-level jobs which provide only the basic needs of shelter and food. Their lives and those of their children need to be enhanced through governmental assistance and by the provision of services such as parenting skills education and basic literacy classes, including computer literacy at the school site.

##### 1.2 Culture

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

###### Vision:

The vision of Little River Elementary School is to provide instruction that develops each student's maximum potential in a safe learning environment. To promote self-sufficient members in a multicultural society, Little River Elementary School will commit to the development of the whole child.

###### Mission:

We believe that Little River Elementary School should reflect a caring community, a safe and fair environment in which the school and staff, with the support of parents and community members, guide the children toward respecting others, understanding the varied cultures of our society, and striving for academic and behavioral excellence.

All students, including those with special needs, should be prepared for a rapidly changing technological world and should be able to access information, solve problems, think critically, make decisions, and learn to cooperate and work productively with others. Ongoing communication and collaboration among classroom teachers, support staff, and the principal result in an integrated program for all students, including those with special needs.

All student progress in achieving the established instructional and social goals and should be frequently and systematically monitored using a variety of assessment techniques.

Our students should become enthusiastic, life-long learners and productive citizens.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### Core Values:

The core values of Little River Elementary School reflect our belief that our school is responsible for involving all stakeholders in the educational process. We are committed to quality service, quality instruction, family, and community involvement. We believe that our responsibility is to our students, employees, and to the community that we serve.

#### **1.3 Human Resources**

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

This school employs a total of 68 full-time members and 19 part-time staff members. Of this group, 2 are administrators, 32 are classroom teachers, 3 are exceptional student teachers, 1 is a guidance counselor, 1 is a media specialist, 10 are classroom paraprofessionals, 4 are clerical employees, and 5 are custodial service workers. Of the teaching staff, less than 10 percent are teachers new to this school, with the average length of time teaching in Florida at 13 years. Thirty-six percent have advanced degrees.

#### **1.4 Building Resources**

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

Little River Elementary School is located on almost nine acres in central Miami-Dade County at 514 NW 77th Street. A 40-classroom building plus media center is augmented with 15 relocatables. This 79 year-old school has been retro-wired to provide Internet and Intranet access to all of the classrooms in the main building. The media center houses a closed circuit television system. The school has applied for wiring for its relocatables, which will have Internet access. A staffed science and mathematics laboratory will be set up this year for the use of all students and teachers, grades three through five.

#### **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.*

Little River Elementary School serves 710 students from the surrounding neighborhood, including standard curriculum students (62 percent), ESE students (13 percent), and ESOL students (25 percent). The ethnic/racial makeup of the student population is 83 percent Haitian American and African American, 15 percent Hispanic, 2 percent multicultural, and 1 percent Anglo. The mobility rate of the school is 43 percent.

Because of the relatively low income bracket of the area surrounding the school (98.9 percent are free or reduced lunch), the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. Students who are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs on Saturdays, during school time, and before and after school.

#### **2.2 Stakeholder**

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

Throughout the school year the Family Support Team sponsors meetings for parents. These meetings keep the parents and faculty up to date on each group's needs. This allows the school to keep up with the changing needs of the community that surrounds it.

Little River Elementary School endeavors to link with the community in several ways. Each year, in the spring, Little River's Parent Teacher Association (PTA) sponsors a Community Family Day on the school grounds. The entire neighborhood is invited. Booths are set up to offer services and to seek help and involvement from the community.

Many of the parents of our students are employed in low-level jobs which provide only the basic needs of shelter and food. Their lives and those of their children need to be enhanced through governmental assistance and by the provision of services at the school site such as parenting skills education and basic literacy classes, including computer literacy.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **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.*

Little River Elementary School enjoys a collaborative relationship with Florida International University. Students from the university provide tutoring and mentoring for Little River Elementary School's students and, at the same time, Little River Elementary School's teachers provide supervision to interns from Florida International University. Almost all students leaving Little River Elementary School after fifth grade will attend Horace Mann Middle School. The staff from Little River Elementary School works closely with Horace Mann Middle School on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school. Little River Elementary School is pleased to be part of a close partnership with Costco, which provides school supplies and book bags to all students at the beginning of each school year. Burdines, another Dade partner, provides volunteers to beautify the school, read to students, provide supplies for students, and assist in art projects.

The Miami Heat provides an after-school tutorial program for 100 students. The objectives of this program are to enhance mathematics, reading, and writing skills.

The Boy Scouts of America is active on campus, with Little River Elementary School providing the cafeteria for use as a meeting place. Big Brothers and Big Sisters assist the participants in their program to counsel and tutor students. The Children's Psychiatric Center provides one-on-one and group counseling for students referred by the Child Study Team (CST) or parental request.

## 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 Little River Elementary School has decreased by 25 percent over the past 5 years. The Florida Department of Education grades Little River Elementary School as a "D" school.

Little River Elementary School has opened a mathematics/ science laboratory equipped with science materials, computers with science software and a library of science books. We also have available a portable laptop laboratory that can be rolled into any room, providing additional computers to the class.

HEAT academy, Academic Excellence Program, Saturday Academy, and before and after school tutorials are available.

Fast ForWord, a computer program used with children having difficulty in reading, is also available in our 21-station computer laboratory.

#### **3.2 Competitors**

*This item explores the alternate schools available to students.*

There are several private schools and magnet schools within or close to the boundaries of Little River Elementary School. These include Morningside Elementary School, Phyllis Miller Elementary School, and Lincoln Marti. All of these institutions have been approved to receive vouchers from the Florida Department of Education, should the students at Little River Elementary School become eligible. Additionally, there is one nearby public charter school, Liberty City Charter School, which draws students from the same location as does Enrollment at Little River Elementary School.

#### **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.*

Little River Elementary School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups in its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). 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.

Little River Elementary School is a school of distinction because it 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.

Offering support to the parents and students of Little River Elementary School, beyond the three "R's", is crucial to the success of our school. Students have

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

access to a strong system of mentoring to address academic deficits and behavioral issues. Parents participate in workshops teaching basic literacy skills, computer skills, and parenting skills and have access to social services and governmental resources. The Little River Elementary school family strives to enrich the teaching and learning environment daily.

#### **3.4 Dynamics**

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

Enrollment at Little River Elementary School has dropped by 25 percent over the past 4 years. This is due in part to our mobility rate. Additionally, a nearby housing development was closed for renovations.

The soon to be opened housing development in the neighborhood, Larchmont, suggests a source of additional homes which will bring more students.

Little River Elementary School offers a Saturday Academy Program, implemented to reinforce basic skills in reading, writing, and mathematics. Little River Elementary School also offers the Heat Academy sponsored by The Miami Heat. This program is held after the regular school day for two additional hours emphasizing reading, writing, and mathematics using a thematic approach.

The school utilizes 180 computers to provide individualized instruction in reading, writing, and mathematics implementing the Compass Learning Program. This program provides a diagnostic prescriptive approach that is designed to improve student performance.

## 4. CHALLENGES

#### **4.1 Learning**

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

Little River Elementary School has identified several issues concerning challenges in learning. The Little River Elementary School's students have a mobility rate of 43 percent and frequently miss days of school. Many students lack the resources that they need to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills already taught.

#### **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.*

Little River Elementary School has identified challenges that the school faces in ensuring highly trained teachers for the delivery of educational programs. Many of our teachers need professional development in strategic planning and instructing in reading, language arts, mathematics, and science to enhance students' higher level of thinking skills. There needs to be an ongoing process to provide, monitor, and follow-up with staff development opportunities through mentoring and modeling of lessons and training.

#### **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.*

Little River Elementary continues to face the challenge of educating our students whose parents lack the education and economical resources to actively participate in their child(ren)'s education. Although we offer activities and workshops for our parents during and after the school day, many parents do not visit the school until there is a problem with their child(ren).

#### **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.*

Little River Elementary School has identified several issues concerning challenges in process improvement. Student scores on the FCAT Reading Test indicate that 73 percent of students are not meeting high standards in reading. Teachers are attending inservices to improve instruction in the area of reading. There is a schoolwide reading program to promote home/school reading for enjoyment and family inservices to promote reading at home. Direct Instruction reading program provides individualized instruction to improve students' reading levels. Computer-based reading instruction provides a diagnostic prescriptive approach that is designed to improve student performance.

## 5. IMPROVEMENT

## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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#### **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.***

Little River Elementary School has identified that the mobility rate and frequent absences interfere with student learning. In order to address this need, our Community Involvement Specialist and Social Worker visit the homes of those students with three or more absences or tardies. The administrators, counselor, teachers, Community Involvement Specialist and Social Worker meet with the parents to determine areas of need in order to provide resources or assistance to enhance their child(ren)'s attendance.

#### **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.***

Little River Elementary School has identified factors concerning improvement in the school's educational delivery process. The EESAC and school administration will continue to promote and provide professional development activities through mentoring and modeling of lessons and training for all teachers. Beginning teachers will be provided with support through Professional Growth Teams, grade level chairpersons, resource teachers, peer observers, and the administration. Common planning has been instituted to increase collaboration and build collegiality.

#### **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.***

Little River Elementary School's parent participation in workshops designed to enhance educational programs is only 8 percent. Therefore, our Family Support Team, school resource facilitators, and classroom teachers will present hands-on multilingual workshops. Workshops will provide incentives and flexible schedules to enhance a higher percentage of parent participation emphasizing family involvement. Students will work side-by-side with their parents on various activities. The PTA will be a vehicle for sponsoring events that utilizes the talents of parents to support educational programs. Volunteers will provide resources to enhance parenting skills in the areas of social, economical, political, medical, etc. problems to improve the development of the total child and enhance the family environment.

#### **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.***

Little River Elementary School will utilize the Access Center, District, and school level staff to provide training to selected teachers in successful remedial strategies. This year we are implementing SRA-Direct Instruction school-wide. The school's Reading Leader and Reading Coach will target the most needy students to provide small group instruction.

The Family Support Team, Community Involvement Specialist, EESAC, and PTA will assist teachers with providing incentives to encourage parent participation.

## 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 Educational Excellence School Advisory Council (EESAC) recommended the hiring of a reading coach and the use of discretionary funds to update technology hardware and software for the school's programs.

#### ***Training:***

The EESAC recommends staff development in the areas of reading, writing, mathematics, technology, and classroom management.

#### ***Instructional Materials:***

The EESAC recommends instructional material needs in an ongoing manner to ensure that students are engaged in the teaching and learning process.

#### ***Technology:***

The EESAC recommends the ongoing assessment of technology needs. Grants are written to supplement our needs and to enhance the teaching and learning process through technology.

#### ***Staffing:***

The EESAC develops the School Performance Excellence Plan, staffing is discussed and suggestions are given as to hiring of new staff and utilizing funds as needed.

#### ***Student Support Services:***

The EESAC recommends utilization of outside resources and the Family Support Team to render services for our students and their families throughout the school year.

#### ***School Safety and Discipline:***

The EESAC recommends that safety of our students be a priority. The code of student conduct is clearly defined and strictly enforced.

#### ***Other Matters of Resource Allocation:***

The EESAC recommends the hiring of a full time writing facilitator to service grades pre-k to 5 to improve student achievement.

#### ***Benchmarking:***

The EESAC recommends the support of the strategies of the School Performance Excellence Plan and is informed on the Sunshine State Standards, Competency-Based Curriculum, and the programs that support these ideas.

## School Profile/ Needs Assessment: (continued)

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### TITLE I ASSESSMENT ISSUES

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#### Parent Involvement

Little River Elementary School will continue to improve parental and family involvement by providing multi-lingual communications, hands-on workshops, PTA membership, and a volunteer program which are sponsored by our family support team and Community Involvement Specialist. Little River Elementary School has a Parent Access Center to provide multi-lingual information.

#### Family Literacy

Little River Elementary School will continue to enhance our family literacy programs by increasing parental education in computer literacy, availability of a parent Access Center, and basic education skills. Outside resources will be utilized on an ongoing basis.

#### School Climate

Little River Elementary School will provide a safe and disciplined environment, wherein teachers, staff, parents, and the community work together to provide the best education for our students. The School Climate Report for parents indicates an average grade of B+.

#### Health Services

Little River Elementary School will continue to utilize health services to enhance the mental, physical, and emotional development of our students and families. Preventative services will be utilized on an ongoing basis.

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
D	C	D	F	D

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	27	25	78	130
% Making Learning Gains	45	71		116
Adequate Progress of Lowest 25% in the school?	63			63
<b>Total School Grade Points</b>	<b>135</b>	<b>96</b>	<b>78</b>	<b>309</b>

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	22	24	59	105
% Making Learning Gains	57	73		130
Adequate Progress of Lowest 25% in the school?	88			88
<b>Total School Grade Points</b>	<b>167</b>	<b>97</b>	<b>59</b>	<b>323</b>

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

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

**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	123	257	52	16	24	7	1	123	269	42	25	15	12	5
2001-2002	128	229	68	13	15	4	0	128	231	55	29	13	2	0
2000-2001	122	219						121	226					

**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	125	250	67	15	14	4	0	125	248	52	34	14	0	0
2001-2002	130	247	65	14	15	6	0	129	238	68	18	12	2	0
2000-2001	116	236	73	11	8	7	1	113	221					
1999-2000	111	216	81	11	7	1	0							
1998-1999	131	219	85	7	7	2	0							

**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	128	222	73	15	10	2	0	128	271	55	32	9	3	0
2001-2002	119	226	66	17	13	3	0	119	274	45	24	18	13	1
2000-2001	113	225						113	275	50	27	18	4	0
1999-2000								127	231	79	16	5	1	0
1998-1999								127	244	77	17	4	2	0

**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	124	3.3	2	3	2	8	22	21	30	6	2	1	0
2001-2002	131	2.9	3	2	24	8	31	14	16	1	2	1	0
2000-2001	116	3	12	2	13	3	20	18	26	4	1	0	1
1999-2000	111	2.4	17	5	24	12	24	5	8	3	1	0	0
1998-1999	131	2.5	8	5	19	15	29	13	5	2	0	0	0

**Test Prompt: Expository**

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	63	3.3	5	3	3	8	24	19	27	5	3	2	0
2001-2002	67	2.9	3	3	25	10	28	12	13	1	1	1	0
2000-2001	56	3.1	11	0	16	4	13	21	32	4	0	0	0
1999-2000	58	2.3	16	3	34	12	21	2	5	3	2	0	0
1998-1999	64	2.7	6	3	19	11	31	20	5	2	0	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	61	3.4	0	3	2	8	20	23	33	7	2	0	0
2001-2002	64	3	3	0	22	5	33	16	19	0	3	0	0
2000-2001	60	3	13	3	10	3	27	15	20	5	2	0	2
1999-2000	53	2.5	19	6	13	11	28	8	11	2	0	0	0
1998-1999	67	2.4	10	7	19	19	27	6	4	1	0	0	0

**School Name:** Little River Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   D  

**School Performance Excellence Goal:** # 1 : Reading

**Aligns with District Goal #**   1 2 3  

**State Goal #:**   1 2 3 4 5 6 7 8  

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

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

**Needs Assessment**

Results of the 2003 FCAT Reading Test indicate that 27 percent of students have met the state required mastery level, 45 percent have made annual learning gains, and 63 percent of our students scoring in the lowest 25 percent have made annual learning gains in the basic skills. Staff development is provided on an ongoing basis to address students' needs. Adequate Yearly Progress Report indicates that the identified subgroups did not obtain yearly progress according to the NCLB requirements.

**Objective**

Given instruction using Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 5 percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2004 administration of the FCAT, while 31 percent of each subgroup identified in the No Child Left Behind (NCLB) requirements will score at the State required mastery level.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 32 percent of students reach the state required mastery level. A review of the 2003 Adequate Yearly Progress (AYP) report indicates that the identified sub groups did not reach adequate progress according the NCLB requirements. Adequate yearly progress will be deemed to be achieved if all identified sub groups obtain a 31 percent state mastery level.

**Evaluation:**

This objective will be evaluated by scores on the 2004 FCAT Reading Test. Monthly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Barnes, Gloria P	Sibble, Barbara	Butler, Linda
Laurence, Susan	Lindner, Maria	Destine, Jean-Claude
Harp, Yashyawa	Fleischer, Sheila W	

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Implement and monitor the SRA/Direct Instruction Reading Program in Pre-kindergarten through fifth grade. Supplement instruction to include effective writing, teacher-directed instruction with grade level text, structured independent reading, and utilize software and on-line programs to enhance student achievement.	*Principal, Assistant Principal, Reading Leader, Reading Coach, Technology facilitator	Reading Leader, Reading Coach, Fast ForWord, FCAT Explorer, Assess2Learn	Aug. '03	Jun. '04
2. Identify the students in all subgroups scoring at Level 1 of the FCAT Reading Test, as delineated in AYP disaggregated data and implement a tutorial program to address the reading deficiencies of students.	*Reading Leader, Classroom Teachers	SRA-Direct Instruction materials, STAR testing, Accelerated Reader, Fast ForWord	Aug. '03	Jun. '04
3. Implement Heat Academy and after school programs for all subgroups identified in the NCLB requirements that will emphasize remediation in the Sunshine State Standards.	*Principal, Media Specialist, Technology Facilitator	Heat Academy, After school tutorial program, portable laptop laboratory	Sep. '03	Jun. '04
4. Implement a recognition program to improve the attendance rate of all subgroups identified in the NCLB requirements.	*Principal, Counselor, Media Specialist, Mathematics Facilitator	Attendance rosters, In-house braodcasting	Sep. '03	Jun. '04
5. Provide, monitor, and follow-up staff development opportunities through mentoring, modeling of lessons, and training to promote effective implementation of curriculum and monitor classroom implementation.	*Principal, Assistant Principal, Reading Leader, Reading Coach	Reading Leader, Reading Coach, Virtual Campus, Peer observations	Aug. '03	Jun. '04
6. Employ the assistance of student services personnel to assist in home communication and to provide parents with information infused in their home language regarding student progress.	*Principal, Assistant Principal, Community Involvement Specialist, Family Support Team	Media Center, Reading Leader, Reading Coach, Classroom Teachers	Sep. '03	Dec. '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:** Little River Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 2 : Writing

**Aligns with District Goal #**  1 2 3

**State Goal #:**  1 2 3 4 5 6 7 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

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

**Needs Assessment**

Results of the 2003 Writing Test indicate that 78 percent of students have met the state required mastery level. Staff development is provided on an ongoing basis to address students' needs.

**Objective**

Given instruction using Sunshine State Standards, students will increase their Writing skills by at least 1 percent as documented by scores of the 2004 FCAT Writing Test, as compared to the scores of the 2003 FCAT Writing Test.

**Definition of Adequate Progress:**

Adequate yearly progress will be deemed to have been achieved if 1 percent or more of all subgroups obtain the state required mastery level. Adequate progress will be deemed to be achieved if 79 percent of the students obtain the state required mastery level.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Writing Test. Monthly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Barnes, Gloria P	Colon, Elsa	Davis, Joyce			
Harp, Yashyawa	Butler, Linda	Laurence, Susan			
Sibble, Barbara	Lindner, Maria	Fleischer, Sheila W			

## 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 District assessment data to develop the identification of effective writing skills to be taught to ensure all SSS are being taught and provide intervention and tutoring to targeted students.	*Principal, Assistant Principal, Classroom Teachers	Writing software programs, Writing portfolios, portable laptop laboratory, peer grading, HEAT Academy, Saturday Academy, Academic Excellence Program	Sep. '03	May '04
2. Implement and monitor the use of work folders as a tool to assess students' progress.	*Principal, Assistant Principal, Classroom Teachers	work folders, portable laptop laboratory	Sep. '03	Jun. '04
3. Provide, monitor, and follow-up ongoing staff development to promote effective writing in classrooms.	*Principal, Assistant Principal, Classroom Teachers	Peer observers, classroom teachers, Virtual Campus	Sep. '03	Jun. '04
4. Employ the assistance of student services personnel to assist in home communication and to provide parents with information in their own home language regarding student progress.	*Principal, Classroom Teachers, Family Support Team	Community Involvement Specialist, classroom teachers, Media Center	Feb. '03	Dec. '04
5. Provide learning opportunities through technology by utilizing online resources and software, which will facilitate computer-assisted instruction to reinforce writing skills.	Classroom Teachers, Technology Facilitator	Computer Laboratory, Media Center	Sep. '03	May '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:** Little River Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 3 : Mathematics

**Aligns with District Goal #**  1 2 3

**State Goal #:**  2 3 4 6 7 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

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

**Needs Assessment**

Results of the 2003 FCAT Mathematics Test indicate that 25 percent of students have met the state required mastery level and that 71 percent have made annual learning gains in the basic skills. Adequate Yearly Progress Report indicates that all subgroups did not obtain progress according to the NCLB requirements. Staff development is provided on an ongoing basis to address students' needs.

**Objective**

Given instruction using Sunshine State Standards, all subgroups in grades three through five will improve their mathematics skills as evidenced by 54 percent of students reaching the state required mastery level and 76 percent making annual learning gains as documented by scores of the 2004 FCAT Mathematics Test, while 38 percent of all subgroups identified in the NCLB requirements will score at the State required mastery level.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 30 percent of students reach the state required mastery level.  
Adequate yearly progress will be deemed to be achieved if all subgroups obtain a 38 percent state mastery level.

**Evaluation:**

This objective will be evaluated by scores on the 2004 FCAT Mathematics Test. Monthly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Barnes, Gloria P	Colon, Elsa	Sibble, Barbara
Davis, Joyce	Laurence, Susan	Harp, Yashyawa
Lindner, Maria	Fleischer, Sheila W	Destine, Jean-Claude

## 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 with activities that emphasize problem solving and critical thinking skills through the use of mathematics manipulatives and alternative assessment techniques of the SSS during daily classroom instruction and the use of online resources and software to enhance student achievements.	*Principal, Assistant Principal, Mathematics Facilitator, Classroom Teachers	Mathematics manipulatives, Calendar Math, Mathematics/Science laboratory, FCAT Explorer	Sep. '03	Jun. '04
2. Identify the students in all subgroups scoring at Level 1 of the FCAT Mathematics Test, as delineated in AYP disaggregated data and implement a tutorial program to address the reading deficiencies of students.	*Mathematics Facilitator, Technology Facilitator, Classroom Teachers	Harcourt, Brace assessments, software (e.g., Compass Learning, FCAT Explorer Assess2Learn), Portable laptop laboratory	Sep. '03	May '04
3. Provide, monitor, and follow-up ongoing staff development to promote effective implementation of curriculum and monitor classroom implementation through mentoring, modeling of lessons, and training.	*Principal, Assistant Principal, Mathematics Facilitator, Classroom Teachers	Mathematics facilitator, Peer observers, Virtual Campus	Aug. '03	Jun. '04
4. Implement a recognition program to improve the attendance rate of all subgroups identified in the NCLB requirements.	*Principal, Counselor, Media Specialist, Mathematics Facilitator	Attendance rosters, in-house broadcasting	Sep. '03	Jun. '04
5. Provide remedial assistance to all subgroups identified in the NCLB requirements that will address remediation in the Sunshine State Standards.	*Principal, Classroom Teachers, Technology Facilitator	Monthly assessments, Fast ForWord Assess2Learn, Heat Academy, After School Programs	Sep. '03	Jun. '04
6. Employ the assistance of Student Services personnel to assist in home communication and to provide parents with information in their home language regarding student progress.	*Principal, Assistant Principal, Classroom Teachers	Media Specialist, Computer Laboratory, Family Support Team, Community Involvement Specialist	Sep. '03	May '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:** Little River Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**  D

**School Performance Excellence Goal:** # 4 : Science

**Aligns with District Goal #**  1 2 3

**State Goal #:**  2 3 4 5 6 7 8

**National Goal #:**  N/A

**Other :**  See below

**Principles of School Performance Excellence**

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

**Needs Assessment**

Results of the initial 2003 FCAT Science Test indicate a Mean Scale Score of 205 compared to the District mean scale score of 270, a difference of 65 points. Staff development is provided on an ongoing basis to address students' needs.

**Objective**

Given instruction using the Sunshine State Standards fifth grade students will increase their knowledge of science as evidenced by an of 5 points on the mean scale score on the 2004 FCAT Science Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to be achieved if fifth grade students increase their mean scale score by a minimum of 5 points.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Science Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Barnes, Gloria P	Sibble, Barbara	Harp, Yashyawa			
Davis, Joyce	Destine, Jean-Claude	Laurence, Susan			

## 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 with activities that emphasize problem solving and scientific thinking through the use of a science laboratory, software, and Science For All in grades three through five.	*Principal, Science For All Facilitator, Classroom Teachers	Mathematics/ science laboratory, Mathematics facilitator, Science For All	Oct. '03	May '04
2. Utilize Science For All pre and posttest data to develop standards to be taught and infuse computer software to support classroom instruction.	*Principal, Technology Facilitator Math Facilitator Classroom Teachers	Computer laboratory, portable laptop laboratory, Science For All	Oct. '03	Jun. '04
3. Provide and monitor the implementation of ongoing professional development activities focused on curriculum instruction through mentoring, modeling of lessons, training and assessment in the SSS strands for science.	*Principal, Assistant Principal, Classroom Teachers	Mathematic facilitator, Peer observers, Virtual Campus	Oct. '03	Jun. '04
4. Employ the assistance of student services personnel to assist in home language communication and to provide parents with information in their home language regarding student progress.	*Principal, Assistant Principal, Classroom Teachers, Family Support Team	Media Center, Computer Laboratory, Community Involvement Specialist, mathematics/ science laboratory	Mar. '03	Dec. '04
5. Implement a recognition program to improve the attendance rate of all subgroups identified in the NCLB requirements.	*Principal, Counselor, Media Specialist, Mathematics Facilitator	Attendance rosters, In-house broadcasting	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>Reading Mastery</i>	Teachers: 100 Administrators: 0 Others: 0	Reading Mastery training will be continued.
<i>Second grade Language Arts and good reading practices</i>	Teachers: 100 Administrators: 0 Others: 0	Second grade Language Arts and good reading practices will continue.
<i>Reading mastery 3-6</i>	Teachers: 100 Administrators: 0 Others: 0	Reading mastery 3-6 training will continue.
<i>BEAR training</i>	Teachers: 20 Administrators: 0 Others: 0	BEAR training will be continued.
<i>Reading Mastery 3-6</i>	Teachers: 100 Administrators: 0 Others: 0	Reading Mastery 3-6 training will continue.
<i>FCAT strategies</i>	Teachers: 100 Administrators: 0 Others: 0	FCAT strategies will continue.
<i>Reading Mastery 2</i>	Teachers: 100 Administrators: 0 Others: 0	Reading Mastery 2 training will continue.
<i>Language for Learning</i>	Teachers: 100 Administrators: 0 Others: 100	Language for Learning training will continue.
<i>Direct Instruction- RN1, RN3-6, Corrective</i>	Teachers: 80 Administrators: 0 Others: 100	Direct Instruction- RN1, RN3-6, Corrective will continue.

#### Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
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## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Writing using Zaner-Bloser</i>	Teachers: 100 Administrators: 0 Others: 0	Writing using Zaner-Bloser will continue as needed.
<i>Writing Strategies</i>	Teachers: 100 Administrators: 0 Others: 0	Writing Strategies is ongoing.
<i>Rubric scoring</i>	Teachers: 100 Administrators: 0 Others: 0	Rubric scoring will be continued.

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Componants of a successful mathematics lesson</i>	Teachers: 100 Administrators: 0 Others: 0	Componants of a successful mathematics lesson will be continued.
<i>Benchmarks for mathematics</i>	Teachers: 100 Administrators: 0 Others: 0	Benchmarks for mathematics will continue.
<i>Needs Assessments for the school year</i>	Teachers: 100 Administrators: 0 Others: 0	Needs Assessments for the school year

#### Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Instructional Improvement Team Meeting</i>	Teachers: 50 Administrators: 0 Others: 0	Yes

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Sunshine State Standards</i>	Teachers: 100 Administrators: 0 Others: 0	follow-up
<i>FOSS kits and SECME club parents</i>	Teachers: 10 Administrators: 0 Others: 50	Yes
<i>K-3 teachers: Activities in the Resource Guides</i>	Teachers: 90 Administrators: 0 Others: 0	Yes
<i>FOSS workshops for teachers in grades k-5</i>	Teachers: 90 Administrators: 0 Others: 0	Yes
<i>Scientific Method, entire staff</i>	Teachers: 85 Administrators: 0 Others: 0	yes
<i>Science For All</i>	Teachers: 90 Administrators: 0 Others: 0	Yes

# 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.**

DATE 07/14/2003  
TIME 18:32:12

MIAMI - DADE COUNTY PUBLIC SCHOOLS  
TITLE I BUDGET SYSTEM

SCHOOLS

PAGE 144  
PRODUCT T22808201

LOCATION 3021 - 49 LITTLE RIVER ELEMENTARY

LINE	FUNC	PROG	OBJT	JOB CODE	DESCRIPTION	POS	-----SALARY-----		TOTAL
							DIRECT	FRINGE	
2	5100	4363	5144	0000	TEACHER	3	140,361	40,677	181,038
5	5100	4363	5145	4260	PARAPROFESSIONAL GENERAL	4	74,552	34,160	108,712
14	5100	4363	5310		PROFESSIONAL & TECHNICAL		0	0	4,000
20	5100	4363	5510		SUPPLIES		0	0	3,368
31	7800	4363	5332		FIELD TRIPS		0	0	5,000
33	6150	4363	5145	4039	COMM INVOLVEMT SPECIALIST	1	18,638	8,540	27,178
37	6150	4363	5330		TRAVEL REIMBURSEMENT		0	0	2,000

TOTAL AVAILABLE REVENUE 331,296  
LESS TOTAL SCHOOL BUDGET 331,296  
EQUALS AMOUNT OVER/UNDER 0