

School Name and Number : 4281 - Palm Springs North Elementary School

School Performance Excellence Plan

Principal: Sharon Gonzalez

Telephone #: (305) 821-4631

High School Feeder Pattern: 7011 - American Senior

ACCESS Center One

Board District #: 4 - Ms. Perla Tabares Hantman

Title I Budget and Waivers

☐ This school is receiving Title I funding and its Title I Budget is appended to this document.

☐ This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2003 - 2004

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 4281 - Palm Springs North Elementary School

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

Vision/Mission/Belief Statement(s):

VISION: Palm Springs North Elementary School enriches the community through the provision of outstanding educational experiences and services to our students and the surrounding community. We consistently meet the needs of the community by embracing success and achievement through cultural diversity and community partnerships.

MISSION: We, the staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society.

We accept the responsibility of teaching students the skills necessary to achieve these goals.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Palm Springs North Elementary School

Palm Springs North Elementary School (PSN) is located in a middle class community in the northwest section of Miami-Dade County. Our current school population of 1665 students consists of 2.7 percent Multicultural students, 9.3 percent Black students, 79.0 percent Hispanic students, 9.0 percent White students. The percentage of students on free/reduced lunch is 48 percent.

Our school houses a content based Gifted program, which consists of 65 students, an Exceptional Education program which currently services 58 students, and a Pre-Kindergarten program servicing 22 students with varying-exceptionalities. The 366 Limited English Proficient (LEP) students are serviced by four self-contained ESOL teachers and one resource ESOL teacher. The Educational Excellence School Advisory Council has identified the following objectives as school-wide priorities for the 2003-2004 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading comprehension skills as evidenced by an increase of 5 percentage points in the number of students scoring at a Level 3 or higher on the Reading Subtest of the FCAT administered in 2004, while 31 percent of each subgroup identified in the NCLB requirement will score at the state mastery level.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by an increase of 5 percentage points in the number of students scoring at a Level 3 or above on the Mathematics Subtest of the FCAT administered in 2004, while 38 percent of each subgroup identified in the NCLB requirement will score at the state mastery level.

Given schoolwide attention to instruction in writing, students' writing skills in grades two and three will improve as measured by a two point increase in the average score on the school developed pretest/post-test administered in the fall of 2003 and spring 2004.

Given instruction using the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by an increase of 5 percentage points on the number of students scoring at or above the state average score on the FCAT Science Subtest administered in 2004 as compared to the 2003 administration.

The attainment of these objectives will assist us in our quest to provide students with the skills necessary to become lifelong learners and participatory citizens in a global society.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Major Programs:

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

Additional Delivery Models:

Palm Springs North Elementary School provides basic educational services based on the Sunshine State Standards, Competency-Based Curriculum, Comprehensive Reading Plan and the Comprehensive Mathematics and Science Plan to students in grades pre-k through five. The school has a special unit dedicated to offering services to students with varying exceptionalities and to students who meet the assessment criteria for the on-site gifted program. Additionally, the school serves the community by offering various evening programs and courses to children and adults. Instruction is provided in traditional classroom settings and is enhanced through computer-based reading and mathematics activities in grades kindergarten through five. School-to-home connections are fostered through interpersonal and written communications as well as monthly parent workshops.

Student Services:

Palm Springs North Elementary School provides student services in the following areas: Drug/Tobacco use prevention program, Red Ribbon Week activities, Peer Mediation and Anger Management Lessons, Bully-Free school zone, and the Truancy Intervention Program by working with school counselors, psychological services and community agencies.

1.2 Culture

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

Vision:

Palm Springs North Elementary School enriches the community through the provision of outstanding educational experiences and services to our students and the surrounding community. We consistently meet the needs of the community by embracing success and achievement through cultural diversity and community partnerships.

Mission:

We, the staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society.

We accept the responsibility of teaching students the skills necessary to achieve these goals.

Core Values:

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

1.3 Human Resources

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

Palm Springs North Elementary employs a total of 79 full-time teachers, including 2 counselors, 6 ESE and 2 gifted teachers. Additionally, 3 administrators, 8 custodians, 14 cafeteria employees and 5 clerical employees are employed at the school. Of the teaching staff, approximately sixteen percent are teachers new to this school, with the average length of time teaching in Florida at 12 years. Fifty percent have advanced degrees.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1.4 Building Resources

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

Palm Springs North Elementary School is located on twelve acres in northwest Miami-Dade County at 17615 NW 82 Avenue. The campus houses 1665 students in 55 classrooms in two, two-story buildings and one on-campus Primary Learning Center (PLC). Twenty portables are also being utilized. These portables are located in the rear of the campus. The school has a cafeteria/auditorium located in the main building and maintains a maximum capacity of 250; a media center that secures the closed-circuit television system located in the center of the main campus; and a Physical Education shelter located on the North side of the main campus that supports athletic and school-wide activities and programs. This 33 year-old school has been wired to provide Internet access to 100 percent of the classrooms in permanent buildings and supports before and after school computer access to the Internet for our students, staff and community.

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.

Palm Springs North Elementary School (PSN) is located in a middle class community in the northwest section of Miami-Dade County. Our current school population of 1665 students consists of 154 Black students, 1315 Hispanic students, 148 White students and 44 Multi-racial students. The percentage of students on free/reduced lunch is 48 percent.

Our school houses a content-based Gifted program, which serves 65 students, an Exceptional Education program which currently services 58 students, and a Pre-Kindergarten program servicing 22 students with varying exceptionalities. The 366 Limited English Proficient (LEP) students are serviced by four self-contained ESOL teachers and one resource ESOL teacher.

The Educational Excellence School Advisory Council has met and identified the following objectives as school-wide priorities for the 2003-2004 school year:

Our 3rd grade students met and exceeded our 2002-2003 goals on the criterion-referenced Reading Section of the FCAT and our fourth grade students showed improvement in writing. Attendance also increased between 2001-2002 and 2002-2003.

Our major goal for 2003-2004 is to have a greater percentage of our students demonstrate success on the FCAT.

We will continue to utilize programs and initiatives toward that goal.

A quality curriculum, which meets the needs of all students at all levels of development, must be diverse and complex enough to reflect the various levels of students' abilities. The curriculum for the gifted provides opportunities for acceleration, enrichment, higher level thinking skills, creative production, identifying real problems, seeking solutions, futuristics, participation in simulations, and independent study in areas of interest to the student. A differentiated curriculum responds to the unique needs of gifted students and suggests specific modifications used to develop experiences for the gifted that are qualitatively different from the basic program provided for all students in the regular classroom. Upon initial entry to the program, an Educational Plan (E.P.) is developed for each child. The E.P. is updated at least once each year.

The evaluation of a student's oral language proficiency is a need that is well recognized. M-DCOLPS-R Interview with Guidelines tests were developed by a team of Miami-Dade County Public Schools ESOL teachers. The tests serve three purposes: (1) screening/initial placement of students into the ESOL program, (2) updating students' ESOL levels, and (3) exiting students from the program. Relevancy is accomplished by the use of scenes depicting home, school, and community experiences that are familiar to students. Since age appropriateness is of great importance, these tests are clustered by grade levels.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

In an effort to provide alternative teaching and learning strategies to meet the needs of all students, the ESE program utilizes all possible resources within the school. Service delivery models range from inclusive/co-teaching and resource/pull out to pre-k self-contained. These approaches provide a variety of teaching techniques and learning styles that benefit all students.

2.2 Stakeholder

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

Palm Springs North Elementary School endeavors to link with the community in several ways. At the beginning of each school year, PSN's PTA sponsors an orientation breakfast program to welcome all parents who wish to volunteer their time at our school. Volunteers can serve as classroom helpers, library aides, tutors, and Listeners/Oyentes who spend quality time with a child needing special one-to-one attention. Parents can also lend their time helping teachers with student height, weight, vision and hearing screenings. They can assist with fund raising activities, cafeteria help, field trips, etc. Past events have taken the form of monthly seminars, cooperative partnering with the local high school for Community School classes, and teacher led parent workshops.

Students from American Senior High School, Barbara Goleman Senior High and some local colleges and universities tutor students in areas of academic weakness-reading, math, writing, spelling, etc. Students volunteer their time and receive community service hours for their endeavors. College or university students receive a designated number of hours for course requirements.

Many of our student volunteers complete training in working one on one with identified students in kindergarten and first grade.

Our successful attendance program is supported by our Dade Partners who recognize the importance of daily attendance. Students receive pencils, certificates and discount cards for free food at local restaurants for perfect 9 week attendance. Classes receive special treats for achieving a designated number of grade level wins for best weekly attendance.

Our Dade Partners also provide support to many of our school functions, programs and events by monetary donations, or food, gift certificates, ribbons, and plaques for things such as attendance incentives, honor roll, and improved effort and achievement. Dade Partners also speak to our students about the importance of education in their careers. Gift certificates for food and merchandise are also provided to staff members with 9 weeks of perfect attendance.

The PTA provides a luncheon for the staff during Teacher Appreciation Week as well as for speakers during Career Week.

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

The PSN Community School enrolls a significant number of students per year in a variety of programs, including Adult Basic Education, English for Speakers of Other Languages, and personal growth classes. The community enjoys the benefits of using the school as a meeting place for the Boy and Girl Scouts of America, civic and homeowners associations as well as the North Dade Optimist Club.

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.

Palm Springs North Elementary enjoys a collaborative relationship with four universities - FIU, Nova Southeastern, St. Thomas and Barry. Students from these universities provide tutoring and mentoring for PSN's at-risk students, and at the same time, PSN's teachers provide supervision to interns from each of these

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

universities.

We provide work experience opportunities for students from Barbara Goleman Senior High. Goleman students have also provided tutoring services to our kindergarten students.

Students leaving PSN after fifth grade attend either Lawton Chiles or Miami Lakes Middle School. The staff from PSN works closely with these middle schools on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school. American Senior High is the high school in our feeder pattern. They service a community school at PSN that provides a low cost after school care program along with after school and evening classes for children and adults. An after school tutoring program is also offered to students for a minimal fee. The community school is available for clubs and activities.

The Boy Scouts and Girl Scouts are active, with PSN providing the cafeteria for use as a meeting place. The local homeowners' association also holds meetings at our PSN Community School.

The YMCA also provides low cost after-care to many of our students at Reach Park. In order to facilitate these services, PSN cooperates by providing communications vehicles via its website and its monthly calendar, which keep parents and caregivers current with the activities of the program.

Technical support as well as supplies are provided by Follett Software, Quepasa.com, Miami-Dade County Public Schools Office of Instructional Technology, Miami-Dade County Public Schools Library Media Services and the SUNLINK Project Office of the University of Central Florida.

The Miami Herald, the University of Miami and Gracewinds Publications are invaluable resources providing references, as well as locally published authors who volunteer their time to address our students and their parents at our Authors' Teas, which are held four times a year.

Barnes & Noble held a special event at their store honoring our Accelerated Reader trophy winners and provided them with gift certificates and refreshments.

Each year our counselors invite representatives from local businesses to speak to our students during Career Day.

Pizza Hut & Dairy Queen participate in our Reading Incentive programs by providing gift certificates for our students.

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 Palm Springs North Elementary School has been increasing by about 100 students per year over the past five years.

Palm Springs North is proud of its distinction as the recipient of the 1996-97 National Blue Ribbon School of Excellence. Our Author's Tea has earned us a Little Red Schoolhouse Award and our outstanding parental involvement has won us the Golden School Awards each year for the past twenty years.

3.2 Competitors

This item explores the alternate schools available to students.

Several private schools are within or close to the boundaries of Palm Springs North. These include Our Lady of the Lakes Catholic School, Sunrise Christian Academy, and Dade Christian School. To our knowledge, we do not have any families who have chosen home schooling for their children. The surrounding public elementary schools are Joella C. Good, Miami Lakes, Bob Graham Education Center and Charles D. Wyche. The Center for Modern Languages is a language magnet that draws from our population. Joella C. Good was designated as a "B" school by The Florida Department of Education. Charles Wyche was also designated a "B" school. Miami Lakes and The Center for Modern Languages were both designated an "A" by the Florida Department of Education. Bob

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Graham Education Center was not graded yet by the state as they were a new school last year. Palm Springs North offers an extended foreign language class to interested kindergarten through third grade students while The Center for Modern Languages offers foreign language immersion.

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.

Palm Springs North Elementary is proud of our collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. In addition, our teachers have a direct line to leadership positions through their grade level chairperson and various academic subject department chairpersons. Technical support is given by our technology leader and workshops have been made available to staff. Stipends have been given to participants in many of the workshops provided. Providing our staff with on site C. R. I. S. S. and PACES workshops has encouraged personal and professional growth.

The innovative ideas of our teachers have been supported by the leadership of PSN. We are proud of our Buddy Reading Program, The Book Nook, The Gifted Memorial Garden, and the First Grade Vegetable Garden. The concerns of our staff are quickly addressed by grade level chairpersons and EESAC representatives.

Offering support to the parents and students of Palm Springs North Elementary goes beyond the normal school day. Our students' needs are addressed by offering early morning and after school tutoring. Our media center is open until eight o'clock two nights a week. Reading and language arts tutoring is available to students in our Computer Lab. Parents are given the opportunity to attend Mathematics Night, Language Arts Workshops, Science Workshops, Parenting seminars, and ESOL classes, and visit our Media Center on specified evenings.

3.4 Dynamics

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

Enrollment at Palm Springs North Elementary School is expected to increase at its present rate over the next five years. A new school has been opened to help with our expanding student population, but at the same time, farmland continues to be converted into housing developments. The local golf course is being taken over by the construction of new town homes. We are anticipating new budgetary constraints and will have to adjust our budget to accommodate the loss of some funds from the county and state.

Palm Springs North Elementary is looking forward to updating technology. Our improvement plans are connected to the QZAB grant and will include upgrading the backbone wiring from 10 megabits to 10/100 megabits for faster transmittal of information. We will also integrate a "Wireless System" to give all portable classrooms access to the network and the Internet. New computers will be purchased and additional wiring and electrical supply will be added to the second floor, the annex building, and the Media Center.

4. CHALLENGES

4.1 Learning

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

Palm Springs North Elementary School has identified several issues concerning challenges in learning. Among these are:

Palm Springs North Elementary School has seen an increase in conflicts over the past year. We strive to ensure an environment in which all students feel safe. Our first goal is to decrease the number of conflicts through a program (Bully-Free Zone) that has been implemented throughout the school. Attendance is another concern that needs to be addressed, especially in kindergarten and first grade. Therefore, the second goal for Palm Springs North Elementary School is to increase the attendance rate to 97 percent throughout the school year. Incentives will be used to help motivate students to attend school on a daily basis. Additionally, Palm Springs North Elementary School is determined to help those students who have exhibited low reading and mathematics performance on the FCAT test. The third goal for Palm Springs North Elementary School is to increase the number of students scoring at Level 3 or above as indicated by FCAT scores, in the areas of mathematics and reading, by 5 percentage points. In order to help fulfill this goal, students will be given additional reinforcement in those areas. The fourth goal for Palm Springs North Elementary School is for students to increase their technological skills and reinforce their academic skills by increasing time spent on computers within the classroom. The final goal is to increase the number of hands-on science experiments conducted throughout all grade levels.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Palm Springs North Elementary School has identified challenges in relationship to the faculty. Palm Springs North Elementary School supports all educational professionals in their quest to master and strive for excellence in the classroom. We, as a community, are able to foster such an environment by demonstrating that our educators are indeed appreciated for their hard work and determination; therefore, making Palm Springs North Elementary an attractive place for prospective staff, as well as for all of those who work here. The goal for Palm Springs North Elementary School is to give each teacher the opportunity to continue professional growth in the area of teaching, utilizing higher-order thinking skills. A major focus will also be placed on the applications of lessons to real-life situations.

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.

Palm Springs North Elementary School has identified several issues concerning challenges in relationship to external and internal forces. Among those are Palm Springs North Elementary School's commitment to having open communication with all parents. A concern of the school is the low turnout rate of parents who participate in in-house activities and workshops. One goal for Palm Springs North Elementary School is to increase parent participation at informational workshops by 20 percent.

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.

Palm Springs North Elementary School has identified several issues concerning challenges in process improvement. Palm Springs North Elementary School was graded a "C" school based, in part by the following data. Forty-nine percent of the students scored at Levels 1 and 2 in the reading portion of the FCAT, and 50 percent of the students scored at Levels 1 and 2 in the mathematics portion. Palm Springs North Elementary School's first goal is to increase the number of Level 3 students by 5 percentage points in each area mentioned. It is also a goal for Palm Springs North Elementary School to retain a high level of teacher morale. That is why we will continue to use common planning time to facilitate the development of new strategies that can increase student performance and share ideas that work in our diversified classrooms. Another challenge for PSN is to identify, in a timely manner, those students who demonstrate that they are struggling academically. In order to ensure a smooth process, PSN has moved toward a School Support Team Referral Model so teachers and other staff members can collaborate and disclose strategies that can benefit the struggling learner. The final goal for PSN is to help streamline the evaluation process for those who require these particular services.

5. IMPROVEMENT

5.1 Education Design and Support Processes

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

Palm Springs North Elementary has identified several issues concerning improvement in educational design and support process improvement. Student referral rates to the school's counselors indicate an increase in conflicts between students. In order to address this need, Palm Springs North will continue to implement a conflict resolution program in the coming school year. Counselors and the Bully Free Committee will sponsor a "Bully Free Environment" zero tolerance program that will be put into action throughout the school. The Bully Free Zone is a three-strike program. Strike 1. Students who are caught bullying will be referred to a counselor, who in turn will notify the parents. Counseling will be provided for those students doing the bullying and as well as those being bullied. Strike 2. Second time offenders will receive an indoor suspension. Strike 3. Third offense results in outdoor suspension.

Palm Springs North students in the primary grades (kindergarten and first grade) frequently miss days of school. Palm Springs North will implement an Attendance Reward system in which classes with 100 percent attendance will receive incentives and special recognition. In addition, acknowledgement will be given to individual students who attend school on a daily basis and also to the students who show improvement in attendance. Phone calls will be made to parents on the day a student is absent. The attendance counselor and Attendance Committee will provide sponsorship. The budget for incentives and other related costs of this project will be funded by PSN's Dade Partners and PTA.

Many students require remedial instruction in reading and mathematics. In order to focus on this need, Palm Springs North will continue to implement the

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Academy of Reading instructional software program in conjunction with the remedial reading program. EESAC funding will provide support for the implementation of our School Performance Excellence Plan. The administrative team suggests that some of the EESAC funding be used in teacher training in the use of the program. Remedial students should be scheduled daily in the computer lab for participation in the remedial reading program. Mentoring and peer tutoring will be provided by members of Future Educators of America (FEA). EESAC funding may also be used to fund hourly teachers for tutoring purposes.

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.

Palm Springs North Elementary School has identified one main issue concerning improvement in the educational delivery process. Analysis of the PACES evaluations for the past three years indicates that teachers need to increase their fluency in providing students with skills to enable thinking. In addressing this need, Palm Springs North has provided and will continue to provide teacher training workshops in thinking skills education on professional development days such as teacher planning days and after school.

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.

Palm Springs North has identified several issues concerning challenges in improving relationships with internal operations and external forces. Low parent turn-out and participation in in-house school workshops are among these. To address this, Palm Springs North will continue to institute mathematics nights, science nights and reading nights. Teachers will be encouraged to stress the importance of parent attendance and participation during Open House activities. Room parents will be asked to contact other parents as a reminder of upcoming workshops. Students whose parents attend informational workshops, will be rewarded with incentives funded by PSN's Dade Partners.

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.

Palm Springs North Elementary School has identified several issues concerning challenges in process improvement. Student test results on the FCAT indicate a need to decrease the number of students scoring at Levels 1 and 2 in mathematics and reading. In order to address this need, 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.

Teachers planning in isolation and lack of opportunity for collaboration is another area identified for improvement. Palm Springs North will continue to provide teachers with common planning time and grade group planning. Palm Springs North will begin collecting data regarding opportunities for collaboration for each grade group and comparison of students' test and attendance results in third, fourth and fifth grades. This data will be shared and distributed to all teachers.

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:

Last year, the EESAC met and recommended that the Student Achievement Enhancement Program money be used to purchase personnel and materials to increase student achievement in the areas of reading, writing, mathematics and science. Specifically, hourly teachers were hired to provide individualized remedial instruction in reading to students who were below grade level. Funding was also allocated to purchase manipulatives and science equipment to support mathematics and science instruction.

We anticipate that this year funding will be allocated in the same manner.

Training:

Last year, the EESAC met and recommended that training be scheduled for teachers in the areas of reading, writing, mathematics, science and technology in order to further student achievement in these areas.

The same recommendation will be considered this year.

Instructional Materials:

Last year, the EESAC met and recommended that instructional materials be purchased for teachers in the areas of reading, writing, mathematics, science and technology in order to further student achievement in these areas.

The same recommendation will be considered this year.

Technology:

Last year, the EESAC met and recommended that resources be purchased and implemented to further student achievement in the areas of reading, writing, mathematics and science integrating the use of instructional technology.

The same recommendation will be considered this year.

Staffing:

Last year, the EESAC met and recommended that the Student Achievement Enhancement Program money be used to purchase personnel to increase student achievement in the areas of reading, writing, mathematics and science. Specifically, hourly teachers were hired to provide individualized, remedial instruction in reading to students who were below grade level. Additionally, paraprofessionals supported the remedial tutoring by working in the computer lab and directly with teachers.

The same recommendation will be considered this year.

Student Support Services:

Last year, the EESAC met and recommended that student service staff work with teachers to implement the Student Support Team (SST) model of providing intervention strategies to students not meeting grade level standards.

The same recommendation will be considered this year.

School Safety and Discipline:

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

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:

The same recommendation will be considered this year.

Other Matters of Resource Allocation:

THIS HAS NOT BEEN DETERMINED FOR THE 2003-2004 SCHOOL YEAR

Benchmarking:

Benchmarking activites will be conducted in accordance with the Comprehensive Reading Plan and the Bridges to Careers Comprehensive Mathematics and Science Program.

The same recommendation will be considered this year.

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
C	B	A	C	C

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	58	56	90	204
% Making Learning Gains	57	65		122
Adequate Progress of Lowest 25% in the school?	53			53
Total School Grade Points	168	121	90	379

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	62	55	86	203
% Making Learning Gains	65	77		142
Adequate Progress of Lowest 25% in the school?	63			63
Total School Grade Points	190	132	86	408

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	221	289	29	16	30	21	4	221	299	22	20	34	20	4
2001-2002	415	288	29	13	36	19	3	414	293	24	23	36	15	3
2000-2001	358	281						358	265					

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	252	299	25	20	31	21	3	253	288	24	25	40	8	3
2001-2002	359	301	27	16	33	18	6	360	294	23	27	35	14	1
2000-2001	371	291	34	19	29	14	4	372	282					
1999-2000	347	280	41	20	24	13	2							
1998-1999	308	278	40	20	26	13	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	227	267	33	23	33	11	0	227	307	28	32	27	12	0
2001-2002	379	278	29	22	31	16	2	378	316	24	29	28	17	3
2000-2001	344	267						320	325	22	27	21	24	6
1999-2000								335	312	28	27	21	19	5
1998-1999								290	291	43	31	18	6	2

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	250	3.6	1	1	2	1	21	26	31	12	3	1	0
2001-2002	356	3.6	1	1	5	3	21	8	35	12	10	0	1
2000-2001	367	3.3	2	2	5	2	41	12	26	5	3	0	0
1999-2000	344	3.2	2	1	5	5	40	19	19	6	1	0	0
1998-1999	314	2.9	6	2	7	10	36	22	9	4	1	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	128	3.6	1	1	2	0	24	26	32	10	2	2	0
2001-2002	180	3.7	2	1	6	3	23	4	33	9	14	1	2
2000-2001	180	3.3	1	1	4	2	43	16	25	5	1	0	0
1999-2000	173	3.2	2	2	4	3	39	17	20	8	2	0	0
1998-1999	156	2.8	8	2	9	11	36	22	7	2	1	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	122	3.6	1	1	2	2	17	27	30	15	3	0	0
2001-2002	176	3.6	1	1	3	3	19	12	37	15	5	0	0
2000-2001	187	3.3	3	2	5	2	40	9	28	5	4	1	0
1999-2000	171	3.2	2	1	6	7	42	20	17	4	0	0	0
1998-1999	158	3	4	1	6	9	35	22	11	6	1	1	0

School Name: Palm Springs North Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

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)	(x)

Needs Assessment

Results of the 2003 FCAT Reading Test indicate that 49 percent of the students in grades three through five scored at the lowest levels of achievement, Levels 1 and 2, of the FCAT Reading Subtest while only 18 percent of LEP students and 12 percent of Students with Disabilities made adequate yearly progress as identified in the NCLB requirement for state mastery in reading.

Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading comprehension skills as evidenced by an increase of 5 percentage points in the number of students scoring at a Level 3 or higher on the Reading Subtest of the FCAT administered in 2004, while 31 percent of each subgroup identified in the NCLB requirement will score at the state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if no more than 44 percent of the students in grades three through five score at Levels 1 and 2 on the FCAT Reading Subtest. Additionally, at least 31 percent of the students identified in each subgroup in the NCLB will score at/or above the required mastery level.

Evaluation:

This objective will be evaluated by the scores of the 2004 Reading FCAT. Monthly reports will provide formative assessments which will be used to monitor progress towards the objective.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Barnes, Grace	Garcia, Pedro M	Willman, Karl
Campbell, Thelma	Perez, Odalys	Benitez, Yolanda
Gonzalez, Sharon	Dorta, Rosy	Vargas, Martha

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 the Accelerated Reader program. Students will receive recognition and rewards for time spent reading, as verified by the program.	*Accelerated Reader Department Chairperson	P.T.A. will supply rewards and incentives	Sep. '03	Jun. '04
2. Provide kindergarten through fifth grade teachers with language arts workshops to target instruction of the Reading Sunshine State Standards Benchmarks.	*Reading Department Chairperson	Substitute coverage,copy paper, transparencies, binders and dividers	Sep. '03	Jun. '04
3. Schedule a language arts night for the parents of third through fifth grade students to disseminate methods of how parents can provide reading/writing assistance to their children.	*Language Arts Department Chairperson	Refreshments	Sep. '03	Feb. '04
4. Continue "A Novel Approach" program. Teachers will read and discuss a minimum of two novels per year with students to improve their performance in reading. Each student in grades three through five will have his/her own copy of the selected novel.	*Reading Department Chairperson, third through fifth grade teachers	Novels and teacher guides	Sep. '03	Jun. '04
5. Continue a read- aloud program. Teachers in grades three through five will read out loud a minimum of one novel per grading period in order to improve student performance in reading.	*Reading Department Chairperson	Classroom resource libraries	Sep. '03	Jun. '04
6. Provide first-fifth grade teachers with a schedule of daily analogies in order to improve vocabulary development as it relates to reading comprehension.	*Reading Department Chairperson	Analogies teacher guides	Sep. '03	Jun. '04
7. Continue a tutoring program through the Academy of Reading Software in order to increase reading comprehension skills.	*Assistant Principal	Paraprofessionals and tech support	Sep. '03	Jun. '04
8. Align the kindergarten through fifth grade curriculum to provide uniform instruction on the eight tested reading benchmarks of the Sunshine State Standards.	*Reading Department Chairperson	Copy paper binders	Sep. '03	Jun. '04
9. Provide every teacher with a scope and sequence and related training to implement strategies that will support the instruction of critical comprehension skills.	*Reading Department Chairperson	Copy paper binders substitute coverage	Sep. '03	Jun. '04
10. Implement collaborative planning time in grades kindergarten through five to ensure continuity of instruction across the curriculum and grade levels, utilizing the strengths of all staff members.	*Assistant Principal	None	Sep. '03	Jun. '04

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
11 . Utilize assessment techniques to monitor and assist students in meeting the goals of Sunshine State Standards in reading.	*Reading Department Chairperson, kindergarten through fifth grade teachers	None	Sep. '03	Jun. '04
12 . Provide ongoing training for all teachers on best practices to improve students' reading skills.	*Reading Department Chairperson	None	Sep. '03	Jun. '04
13 . Provide intensive small-group remedial instruction to students in grades three through five who scored in the lower 25 percent of the FCAT.	*Principal, Hourly teachers	Instructional materials	Sep. '03	Jun. '04
14 . Implement a "Daily Language" program to address the language proficiency needs of LEP students. Explicit, systematic instruction in grammar, conventions and usage will be provided to LEP students in grades one through five.	*Reading Department Chairperson	Daily Language Teacher Guides	Sep. '03	Jun. '04
15 . Establish a "Shared-to-Guided" reading instructional approach to provide language learning in meaningful and useful contexts that address linguistic and cultural differences. The use of pattern books, choral reading, repeated reading and guided reading will be implemented in the instruction of LEP students, levels I and II.	*Resource ESOL teacher	Big books, guided reading books, other instructional materials	Sep. '03	Jun. '04
16 . Implement staff development specifically targeting teachers of Exceptional Education Students (ESE).	*Reading Department Chairperson, ESE teachers	All Students All Schools Grant funds	Sep. '03	Jun. '04
17 . Purchase classroom libraries for inclusion classrooms, targeted towards increasing the achievement of ESE students.	*Reading Department Chairperson	All Students All Schools Grant funds	Sep. '03	Jun. '04
18 . Establish an after-school tutoring program in reading for students in the Exceptional Student Education program.	*Assistant Principal, Reading teachers	All Students All Schools grant funding	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: Palm Springs North Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 2 : Mathematics

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)	(x)

Needs Assessment

Results of the 2003 FCAT Mathematics Test indicate that 50 percent of the students in grades three through five scored at the lowest levels of achievement, Levels 1 and 2, on the FCAT Mathematics Subtest while only 25 percent of LEP students and 12 percent of Students with Disabilities made adequate yearly progress as identified in the NCLB requirement for state mastery in mathematics.

Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by an increase of 5 percentage points in the number of students scoring at a Level 3 or above on the Mathematics Subtest of the FCAT administered in 2004, while 38 percent of each subgroup identified in the NCLB requirement will score at the state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if no more than 45 percent of the students in grades three through five score at Levels 1 and 2 on the FCAT Mathematics Subtest. Additionally, at least 38 percent of the students identified in each subgroup in the NCLB will score at/or above the required mastery level.

Evaluation:

This objective will be evaluated by scores of 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, Grace		Perez, Odalys		Gonzalez, Sharon	
Benitez, Yolanda		Schor, Tina		Vargas, Martha	
Garcia, Pedro M		Willman, Karl			
Dorta, Rosy		Campbell, Thelma			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Institute two mathematics nights for parents in which hands-on activities will be demonstrated for use at home in order to prepare students for the world of work.	*Mathematics Department Chairperson	Copy paper and overhead transparencies	Sep. '03	Feb. '04
2. Provide additional Sunshine State Standards instruction to students after school in mathematics to improve the performance.	*Mathematics Department Chairperson	Salaries for hourly teachers	Sep. '03	Jun. '04
3. Teach students mathematics test-taking techniques, including identifying key words, solving two-step problems, completing gridded responses and explanations of processes used to solve problems.	*Mathematics Department Chairperson, first through fifth grade teachers	Test Preparation Workbooks	Sep. '03	Jun. '04
4. Provide ongoing training and support to teachers in improving students' mathematics skills to improve their performance in mathematics.	*Mathematics Department Chairperson	Funding for substitute coverage	Sep. '03	Jun. '04
5. Provide opportunities for students to keep mathematics journals including, but not limited to, word problems of the day, vocabulary words and items relating to mathematics process skills.	*Mathematics Department Chairperson, first through fifth grade teachers	Teacher guides	Sep. '03	Jun. '04
6. Utilize various methods to reinforce mathematics facts, including flash cards, songs, and mathematics games and manipulatives on an ongoing basis to improve the performance of students.	*Mathematics Department Chairperson, first through fifth grade teachers	Mathematics resource area	Sep. '03	Jun. '04
7. Implement a collaborative planning time in kindergarten through fifth grade: teachers will receive ongoing training in the utilization of effective techniques to teach mathematics to improve the performance of students on the Sunshine State Standards mathematics subtest.	*Principal	Training in Sunshine State Standards	Sep. '03	Jun. '04
8. Utilize Internet web sites to improve mathematics skills related to the Sunshine State Standards.	*Technology coordinator, first through fifth grade teachers	Computers	Sep. '03	Jun. '04
9. Utilize assessment techniques to monitor and assist students in meeting the goals of the Sunshine State Standards in mathematics.	*Mathematics Department Chairperson, first through fifth grade teachers	Mathematics series assessments, district-developed assessments and biweekly assessments.	Sep. '03	Jun. '04

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
10 . Develop grade level timelines to ensure that all tested Sunshine State Standard benchmarks are being taught prior to January 2004.	*Mathematics Department Chair	Mathematics series, substitute coverage binders	Sep. '03	Jun. '04
11 . Utilize various teaching approaches, including Total Physical Response and hands-on instruction to reinforce mathematics skills for LEP students who are levels III and IV. LEP students should have access to flash cards, songs, and mathematics games and mathematics manipulatives on an ongoing basis to improve their performance.	*Mathematics teachers, Resource ESOL teacher	Instructional materials	Sep. '03	Jun. '04
12 . Group LEP students who are levels I and II in grades three through five into small groups for mathematics instruction in their home language. Utilize the same curriculum pacing guide that is used in the regular classroom but adapt it to these students varied language abilities.	*Mathematics Department Chairperson, Curriculum Content in the Home Language Teacher	Mathematics Books in Spanish Curriculum Guides	Sep. '03	Jun. '04
13 . Establish an after-school tutoring program for Exceptional Education Students in the area of mathematics.	*Assistant Principal	All Students, All Schools Grant Funding	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: Palm Springs North Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 3 : 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)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2003 FCAT Writing Test indicate that 90 percent of students have met the state required mastery level.

Objective

Given schoolwide attention to instruction in writing, students' writing skills in grades two and three will improve as measured by a two point increase in the average score on the school developed pretest/post-test administered in the fall of 2003 and spring 2004.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if there is a two-point average increase on the school-developed post-test as compared to the pretest.

Evaluation:

This objective will be evaluated by scores of the 2004 school-developed writing post-test. Monthly reports will provide formative assessments which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Barnes, Grace	Garcia, Pedro M	Willman, Karl			
Benitez, Yolanda	Gonzalez, Sharon	Vargas, Martha			
Campbell, Thelma	Perez, Odalys				
Dorta, Rosy	Schor, Tina				

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Invite a guest author to emphasize the importance of writing in future academic and career success.	*Media Specialist	Refreshments	Sep. '03	Jun. '04
2 . Involve students in interdisciplinary activities related to the field of writing.	*Language Arts Department Chairperson, Classroom teachers	Workbooks	Sep. '03	Jun. '04
3 . Provide second, third and fourth grade teachers with a schedule of writing prompts to improve the performance of students in the area of writing.	*Language Arts Department Chair	Writing prompts	Sep. '03	Jun. '04
4 . Provide teacher training on writing process skills to improve student writing performance.	*Reading Department Chairperson	Substitute coverage as needed	Sep. '03	Jun. '04
5 . Maintain a writing portfolio for each student containing a monthly sampling of student work demonstrating the writing process.	*Language Arts Department Chairperson, Classroom teachers	Portfolios	Sep. '03	Jun. '04
6 . Showcase writing samples from students in a quarterly recognition program entitled "Author's Tea."	*Media Specialist	Refreshments	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: Palm Springs North Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 4 : Science

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
School
Leadership
(x)

2
Strategic Planning for
School Improvement
(x)

3
Student and Stakeholder
Relationships
(x)

4
Data-Driven Decision-
Making
(x)

5
Human
Resource Focus
(x)

6
Educational Design,
Services, and Support
(x)

7
Performance
Results
(x)

Needs Assessment

Results of the 2003 FCAT Science test indicate that 42 percent of the students scored at or above the state average score.

Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by an increase of 5 percentage points on the number of students scoring at or above the state average score on the FCAT Science Subtest administered in 2004 as compared to the 2003 administration.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 47 percent of students reach the state average score.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Science 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, Grace		Garcia, Pedro M		Schor, Tina	
Benitez, Yolanda		Gonzalez, Sharon		Willman, Karl	
Campbell, Thelma		Perez, Odalys			
Dorta, Rosy		Vargas, Martha			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Conduct a yearly science fair in grades three through five. Students will receive ribbons for recognition and the top five experiments will receive trophies.	*Science Department Chair	Ribbons, trophies	Jan. '04	May '04
2. Incorporate school-wide science test-taking techniques including science vocabulary development, identification of key words, multistep problems, short and extended responses, and explanations of science processes used to solve problems.	*Science Department Chair, third through fifth grade teachers	Textbooks	Sep. '03	Jun. '04
3. Provide grades kindergarten through fifth grade teachers with ongoing workshops to improve student performance in the Sunshine State Standards.	*Science Department Chair	Substitute coverage, copy paper, transparencies, binders and dividers	Oct. '03	Jun. '04
4. Schedule a science night for parents of all students to disseminate methods of providing assistance to their children in using science process skills.	*Science Department Chair, Assistant Principal	Copy paper	Oct. '03	Jun. '04
5. Institute a "Fun with Science" experiment program. Teachers in all grades will perform biweekly science experiments and discuss science process skills to improve student performance.	*Science Department Chair, kindergarten through fifth grade teachers	Teacher guides, scope and sequence	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>Assessment Training</i>	Teachers: 80 Yes Administrators: 0 Others: 0	
<i>JAVA Jammers</i>	Teachers: 40 Yes Administrators: 66 Others: 0	
<i>Houghton Mifflin Reading Series Training</i>	Teachers: 60 no Administrators: 0 Others: 0	
<i>Comprehensive Reading Plan Overview</i>	Teachers: 60 Yes Administrators: 0 Others: 0	
<i>Assessment Intervention Training</i>	Teachers: 60 Yes Administrators: 0 Others: 0	
<i>FCAT Instructional Procedures Training</i>	Teachers: 60 Yes Administrators: 0 Others: 0	
<i>FCAT Instructional Strategies</i>	Teachers: 90 Yes Administrators: 0 Others: 0	
<i>Reading Comprehension Strategies</i>	Teachers: 80 Yes Administrators: 0 Others: 0	
<i>FCAT Scope and Sequence Training</i>	Teachers: 40 Yes Administrators: 0 Others: 0	

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>Journaling workshop</i>	Teachers: 40 No Administrators: 100 Others: 0	
<i>FCAT Writing Strategies</i>	Teachers: 60 Yes Administrators: 0 Others: 0	

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Data analysis</i>	Teachers: 25 Yes Administrators: 0 Others: 0	
<i>FCAT Preparation</i>	Teachers: 30 Yes Administrators: 33 Others: 0	
<i>Best Practices Training</i>	Teachers: 28 Yes Administrators: 33 Others: 0	
<i>FCAT Overview</i>	Teachers: 25 Yes Administrators: 33 Others: 0	

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Science FCAT Best Practices</i>	Teachers: 30 Yes Administrators: 0 Others: 0	

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Scientific Method</i>	Teachers: 24 Yes Administrators: 0 Others: 0	

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.