

School Name and Number : 4421 - Pinecrest Elementary School

School Performance Excellence Plan

Principal: Valerie Swanson

Telephone #: (305) 667-5579

High School Feeder Pattern: 7431 - Miami Palmetto Senior

ACCESS Center Five

Board District #: 9 - Ms. Betsy H. Kaplan

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: 4421 - Pinecrest Elementary School

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

Vision/Mission/Belief Statement(s):

VISION: In an ever changing global community, Pinecrest Elementary is dedicated to developing life long learners who can cooperatively and successfully compete in a highly competitive technological world.

MISSION: Pinecrest Elementary School is dedicated to nurturing each student's growth and pursuit of excellence in our dynamic, multicultural and technological world. The Pinecrest Family believes in the unlimited ability of all students to become responsible and contributing citizens. Together we will provide a secure and positive environment to stimulate intellectual development, enhance personal qualities and foster respect for individual differences. As part of our mission to develop the whole child, we are equally dedicated to encouraging creative endeavors, guiding students towards personal and emotional fulfillment, and providing health awareness for lifetime fitness. To this end, Pinecrest Elementary School seeks and welcomes the participation of all our community who share in this commitment.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Pinecrest Elementary School

Pinecrest Elementary School serves prekindergarten through fifth grade in an environment that nurtures lifelong learning, critical thinking, and responsible citizenship. It is a multicultural school with a student population of approximately 900. The population is distributed 48 percent White, 38 percent Hispanic, 3 percent Black and 11 percent other. Pinecrest Elementary has identified the following objectives as schoolwide priorities for the 2003-2004 school year:

Given instruction using the Sunshine State Standards, students in grades four and five will maintain or increase their reading skills as evidenced by 90 percent of students reaching the state required mastery level, 68 percent of students maintaining annual learning gains, and 75 percent of students scoring in the lowest 25 percent maintaining learning gains as documented by scores of the 2004 FCAT Reading Test, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction in the Sunshine State Standards, students in grades three and four will demonstrate an increase in writing proficiency as evidenced by a one point increase in the scores of at least 65 percent of the students who scored less than four on the school-developed writing pre-test administered in the fall of 2003 when compared to the school-developed writing post-test administered in the spring of 2004 as documented by teachers' logs.

Given instruction using the Sunshine State Standards, students in grades four and five will maintain their Mathematics skills as evidenced by 81 percent of students reaching the state required mastery level and 72 percent maintaining their annual learning gains as documented by scores of the 2004 FCAT Mathematics Test, while 38 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, students in grades two through five will maintain their science content knowledge as demonstrated by 80 percent of the students scoring 75 percent or above as measured by a school-developed science pre-test and post-test administered in the fall of 2003 and the spring of 2004 as documented in teachers' logs.

A number of programs have been developed in more detail under each goal, ranging from academic to extracurricular service organizations and projects regarding academic and behavioral responsibilities. The faculty has benefited from a wide range of inservice programs which have highlighted critical thinking approaches, technology, the Comprehensive Reading Plan, and assessment methods, all of which will be utilized consistently with the Plan.

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:

Pinecrest Elementary School provides basic educational services to all of our students, based on the Sunshine State Standards and the Competency-Based Curriculum. Additionally, our school provides a challenging and stimulating curriculum through our Gifted Program. We ensure that each student, regardless of academic level, works up to their potential, by departmentalizing our math, science and social studies programs. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in all grades.

Student Services:

- Counselor,
- After-school care program,
- Drama Club,
- Geography Club,
- Safety Patrols,
- Student Council-Grades 2-5,
- Chorus,
- Strings,
- Parrot Club awards program,
- Catch You Being Good! awards program,
- Harambee Multicultural Club

1.2 Culture

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

Vision:

In an ever changing global community, Pinecrest Elementary is dedicated to developing life long learners who can cooperatively and successfully compete in a highly competitive technological world.

Mission:

Pinecrest Elementary School is dedicated to nurturing each student's growth and pursuit of excellence in our dynamic, multicultural and technological world. The Pinecrest Family believes in the unlimited ability of all students to become responsible and contributing citizens. Together we will provide a secure and positive environment to stimulate intellectual development, enhance personal qualities and foster respect for individual differences. As part of our mission to develop the whole child, we are equally dedicated to encouraging creative endeavors, guiding students towards personal and emotional fulfillment, and providing health awareness for lifetime fitness. To this end, Pinecrest Elementary School seeks and welcomes the participation of all our community who share in this commitment.

Core Values:

Mission Statement:

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Pinecrest Elementary School is dedicated to nurturing each student's growth and pursuit of excellence in our dynamic, multicultural and technological world.

Vision Statement:

The Pinecrest Family believes in the unlimited ability of all students to become responsible and contributing citizens. Together we will provide a secure and positive environment to stimulate intellectual development, enhance personal qualities and foster respect for individual differences. As part of our mission to develop the whole child, we are equally dedicated to encouraging creative endeavors, guiding students towards personal and emotional fulfillment, and providing health awareness for lifetime fitness. To this end, Pinecrest Elementary School seeks and welcomes the participation of all our community who share in this commitment.

Core Values:

Pinecrest Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to quality: quality of service, quality of relationships, and quality of communications; We believe that we should be, for all who are involved, a place of realized potential; and We believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

1.3 Human Resources

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

Pinecrest Elementary employs a total of 63 full-time staff members and 26 part-time staff members. Of this group, two are administrators, 40 are classroom teachers, ten are exceptional student teachers, one is a guidance counselor, one librarian, six are classroom paraprofessionals, five are clerical employees, six are cafeteria workers, and five are custodial service workers. Of the teaching staff, six percent are teachers new to this school, with the average length of time teaching in Florida at 15 years. Thirty have advanced degrees.

1.4 Building Resources

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

Pinecrest Elementary School is a suburban community within Miami, Florida. It opened its door in 1955, near the beautiful historical Parrot Jungle. In 1993 a wing was added consisting of new classrooms, state of the art media center with a computer lab. The school is in the process of being retro-wired to provide upgraded Internet access to the classrooms. The media center houses a state-of-the-art closed circuit television system. The school has purchased new equipment to support and enhance our science lab. We have recently purchased 90 PCs as we transition from Macs to PCs. Pinecrest Elementary is located on ten acres at 10250 SW 57 Avenue in the Village of Pinecrest.

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.

Pinecrest Elementary School serves approximately 900 students from the surrounding neighborhood, including standard curriculum students (47 percent), VE students (4 percent), Gifted students (33 percent) ESOL students (7 percent), and economically disadvantaged students (9 percent). The ethnic/racial makeup of the student population is 48 percent Anglo, 38 percent Hispanic, 3 percent African-American and 11 percent other. The mobility rate of the school is one percent.

The Pinecrest PTA is instrumental in identifying needy families and providing assistance with school supplies, uniforms, fieldtrip monies and other financial needs. A crisis team is in place to assist families. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs and aides in the classroom that are paid for by donations to the PTA.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Pinecrest Elementary School aims to link with the community in several ways throughout the school year. The PTA sponsors many of these activities and the entire community is invited not just parents whose children attend Pinecrest. Each year a Family Fun Day is held on the school grounds. It is the major fundraiser of the school year and participation by all of the stakeholders ensures its success. Many of the community businesses volunteer their goods and services for this event. A Book Fair is also held annually. Space in the school is used to host this event and it is advertised in the community newspapers. Pinecrest is aware that there isn't a great deal of financial need in the community but, for the small percentage of families with economic issues the Pinecrest PTA actively identify and then support them through the Family Crisis Team and the Hospitality/Courtesy Committee. The Listener's Program provides volunteers from the community to listen to children. Pinecrest Elementary has twelve Dade Partners who are very active throughout the year. Parrot Club is a monthly incentive program that recognizes students that improve and work hard. Each month these students are acknowledged on the school's closed circuit television and one child is chosen to receive a new bike, which is donated, by one of our Dade Partners. There are thirty-four other businesses that support the 4C Credit Card Club, which is given to students at the end of each nine weeks who are on the Citizenship Honor Roll. The Village of Pinecrest enjoys the benefits of using the school for the YMCA after-care services, Girl Scouts of America, and the field for soccer. The Village also provides the school with a police officer for the DARE program.

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.

Pinecrest Elementary School enjoys a collaborative relationship with Florida International University, Nova, Barry University, and the University of Miami. Our teachers provide supervision to interns and field experience students from the universities above. Most students, upon graduation from fifth grade, will attend Palmetto Middle School. The staff from Pinecrest works closely with Palmetto Middle to ensure that entering sixth graders are prepared to succeed in middle school. The YMCA provides low cost quality childcare in the before-school and after-school program. In order to facilitate this service Pinecrest cooperates by providing communication for the "Y" via its website and newsletter. Girls Scouts are active on campus, with Pinecrest providing a place for meetings. Pinecrest has twelve Dade Partners that support the school in many ways.

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.

Pinecrest Elementary School has maintained its enrollment over the past six years. The Florida Department of Education grades Pinecrest an "A" School. We are the only school in the district that has achieved an "A" grade for the last five years. Pinecrest Elementary School was awarded the Golden School Award for the extraordinary amount of volunteers' hours that help our students and the school. Pinecrest is proud of its distinction as a Five Star School Award winner for its school volunteers, Dade Partners, EESAC, community involvement, and student community service.

3.2 Competitors

This item explores the alternate schools available to students.

Several private schools are within or close to the boundaries of Pinecrest Elementary School. These include Beth Am, St Thomas Episcopal, Gulliver Academy, Alexander Montessori School, and Epiphany School. Pinecrest is chosen over magnet schools.

The Florida Department of Education grades Pinecrest as an "A" school and we are proud to exceed what is mandated by the state.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Pinecrest Elementary School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. Pinecrest Elementary School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This on-going communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs. Offering support to the parents and students of Pinecrest Elementary School, beyond the three "Rs" is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavioral issues.

In order to provide for these needs, Pinecrest has instituted ROAR (Reach Out and Read) tutorial program, drama club, Art Club, chorus, Geography Club, violins, and Harambee. All of these activities include services for students, services for parents, and interactive parent/student services. The PTA provides teacher mini-grants to help support programs in the classroom

3.4 Dynamics

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

Pinecrest Elementary has been rated an "A" school by the state for the last five years. Along with this excellent rating comes the pressure to maintain this ranking. Our test scores are extremely high and it will be very difficult to maintain or improve these scores. Additionally, Pinecrest is enrolling more students who are speakers of other languages.

Class sizes are large and it is difficult to sustain the high quality of instruction. Being an old school, equipment needs to be replaced but due to the socioeconomic level of the school, we do not receive extra money from the state that would help replace this equipment. There is also a concern for the wide variance in socioeconomic status of the stakeholders.

4. CHALLENGES

4.1 Learning

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

Pinecrest Elementary has identified several issues concerning challenges in learning. Among these are: the influx of speakers of other languages; the wide variance in socioeconomic status of the stakeholders; interruptions during instruction that distract from learning; the large number of students absent because of family vacations; inability to teach new skills on the days the gifted students attend the two-day out-of-house gifted program.

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.

Pinecrest Elementary School has identified several challenges in relationships with faculty. Among these are: the impending number of retiring teachers on staff within the next two to three years; the influx of youthful and inexperienced teachers.

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.

Pinecrest Elementary School has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are: the turnover rate of small business and their managers in relation to community support for specific school programs; the high expectations of the community for student and staff success; the increased influx of immigrant students.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Pinecrest Elementary School has identified one major issue concerning challenges in process improvement. This issue is: the students' and staffs' ability to continually achieve previous success in the area of test scores.

5. IMPROVEMENT

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Pinecrest Elementary School has identified several issues concerning improvement in education design and support process improvement. Among these are: the influx of speakers of other languages. In order to address this need, Pinecrest will implement a tutorial program for students. Due to the wide variance in socioeconomic status of the stakeholders, multi-cultural awareness will be addressed with all students. The Pinecrest PTA will identify families that need assistance and provide for these families. Interruptions during instruction distracts from learning. Pinecrest will implement a new policy where parents must go to the office and not to their child's classroom so that instruction in the class is not interrupted. The inability to teach new skills on the days the gifted students attend the two-day out-of-house gifted program cannot be addressed because it is State mandated.

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.

Pinecrest Elementary School has identified several issues concerning improvement in the Education Delivery process. Among these are: the influx of youthful and inexperienced teachers. In order to address this need, Pinecrest will pair new teachers with experienced teachers.

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.

Pinecrest Elementary School has identified several issues concerning challenges in improving relationships with internal operations and external forces. Among these are: the turnover rate of small business and their managers in relation to community support for specific school programs. In order to address this need, Pinecrest will continue to approach new businesses and new managers of old businesses to keep the support for school programs. The high expectations of the community for student and staff success. In order to address this, Pinecrest will communicate to the community, with help from district staff, how easily it is to drop the "A" rating. Teachers will continue the high level of teaching in order to maintain the "A" rating. The increased influx of immigrant students. In order to address this, Pinecrest will continue to work with these students offering tutoring when necessary.

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.

Pinecrest Elementary School has identified one major issue concerning challenges in process improvement. This issue is: the students' and staffs' ability to continually achieve previous success in the area of test scores. In order to address this need, Pinecrest will lower the class size in kindergarten and first grade. Class size in math and content classes will also be smaller in the primary grades.

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The EESAC recommended that any available funds be used to purchase compatible hardware and software for schoolwide technology.

Training:

The EESAC recommended that additional training be provided for staff in the area of integrating technology in the classroom environment.

Instructional Materials:

The EESAC recommended the continued utilization of already existing commercial programs and supplemental materials to enhance classroom instruction.

Technology:

The EESAC recommended that school resources fund an hourly aide to support instruction in the computer lab.

Staffing:

The EESAC recommended the need for continued financial support by the PTA of the Aides for Classroom Teachers Program.

Student Support Services:

The EESAC recommended that PTA institute a formal tutoring program for those students below grade level in reading.

School Safety and Discipline:

The EESAC recommended that the safety measures and procedures already in existence continue to be implemented schoolwide and throughout the community.

Other Matters of Resource Allocation:

The EESAC recommended that community donations continue to be utilized at the principal's discretion. When other resources become available the EESAC will meet to discuss possible recommendations.

Benchmarking:

The EESAC recommended that the council continue to meet regularly to monitor progress of the School Performance Excellence Plan.

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

ACCOUNTABILITY DATA

School Performance Grades				
2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
A	A	A	A	A

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	89	81	96	266
% Making Learning Gains	68	72		140
Adequate Progress of Lowest 25% in the school?	75			75
Total School Grade Points	232	153	96	481

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	85	81	88	254
% Making Learning Gains	62	74		136
Adequate Progress of Lowest 25% in the school?	62			62
Total School Grade Points	209	155	88	452

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	148	339	7	7	30	39	16	148	346	5	13	26	39	16
2001-2002	154	331	10	8	34	35	13	153	342	7	9	32	36	16
2000-2001	159	330						159	330					

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	162	338	10	9	27	39	15	162	333	7	18	33	27	15
2001-2002	151	333	13	9	24	42	11	151	329	11	15	29	36	9
2000-2001	155	338	10	10	30	30	19	154	322					
1999-2000	142	327	13	13	29	33	11							
1998-1999	155	330	11	11	28	45	5							

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	149	317	12	12	32	36	8	149	342	13	19	23	30	15
2001-2002	153	309	16	10	34	33	7	153	337	16	17	29	27	12
2000-2001	147	314						147	338	12	22	27	27	12
1999-2000								168	337	15	23	22	28	12
1998-1999								163	332	14	27	25	31	3

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

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	160	4.1	0	1	1	2	12	13	36	18	8	7	4
2001-2002	149	4	2	0	4	3	15	8	34	5	21	4	4
2000-2001	152	4	1	0	3	2	14	13	37	8	15	2	5
1999-2000	143	3.4	3	1	3	5	36	13	22	8	6	1	0
1998-1999	157	3.7	1	1	4	3	20	22	32	8	5	3	1

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	81	3.9	0	1	1	4	14	17	36	16	7	2	1
2001-2002	75	4	3	0	7	1	15	7	36	0	25	1	5
2000-2001	76	4.1	0	0	4	0	13	16	34	11	16	0	7
1999-2000	72	3.3	3	1	6	6	42	14	13	10	7	0	0
1998-1999	78	3.6	1	0	5	4	17	23	37	8	5	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	79	4.3	0	0	0	0	10	9	35	19	8	11	6
2001-2002	74	4	1	0	1	4	15	9	32	11	16	7	3
2000-2001	76	4	1	0	3	4	16	9	39	5	14	4	4
1999-2000	71	3.6	3	1	0	4	31	13	32	7	6	3	0
1998-1999	79	3.8	0	1	3	3	23	20	28	9	5	6	3

School Name: Pinecrest Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 1 2 3

State Goal #: 2 3 4 6 7 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2003 FCAT Reading Test indicate that 89 percent of students in grades four and five have met the state required mastery level, 68 percent have made annual learning gains and 75 percent out of the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students in grades four and five will maintain or increase their reading skills as evidenced by 90 percent of students reaching the state required mastery level, 68 percent of students maintaining annual learning gains, and 75 percent of students scoring in the lowest 25 percent maintaining learning gains as documented by scores of the 2004 FCAT Reading Test, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 89 percent of students in grades four and five reach the state required mastery level, if 68 percent make annual learning gains, if 75 percent scoring in the lowest 25 percent make learning gains, and if 31 percent of each subgroup identified in the NCLB requirements score at state mastery level.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Reading 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:	
Gach, Lauren		de Lisser, Heidi			
Lindsey, Nina					
Miller, Minna					
Applebaum, Marleen					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Support the School-To-Career initiative through invited guest speakers who will discuss the reading skills needed to be acquired for success in varied work environments.	*Counselor	PTA Dade Partners	Sep. '03	Jun. '04
2 . Implement the Miami-Dade Comprehensive Reading Plan correlated with the Sunshine State Standards.	*School Reading Department Chair Assistant Principal	District and State Benchmarks and Standards http://dcps.dade.k12.fl.us/inst/readingplan/bench , Florida Curriculum Frameworks: Sunshine State Standards; Grade Level Expectations www.firn.edu/doe/ , International Reading Association www.reading.org , Miami-Dade County Public Schools Comprehensive Reading Plan http://dcps.dade.fl.us/inst/readingplan/toc , Report of the National Reading Panel: Teaching Children to Read: Retrieved from: http://www.nichd.nih.gov/publications/nrp/findings.htm , Armbruster, A.B. & Osborn, J.H. (2002). Reading Instruction and Assessment: Understanding the IRA Standards. Massachusetts: Allyn & Bacon., Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. New Jersey: Prentice Hall. Brown, K. (2000). What kind of text-For whom and when? Textual scaffolding for beginning readers. The Reading Teacher, 53 (4), 292-307.	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
3 . Maintain individual student reading response journals and vocabulary notebooks.	*Reading Leader	Cunningham, P.M. (2000). Phonics they use: Words for reading and writing. (3rd edition). New York: Harper Collins. Johnson, Dale. (2001). Vocabulary in the Elementary and Middle School. Boston: Allyn and Bacon. Report of the National Reading Panel: Teaching Children to Read. Retrieved from: http://www.nichd.nih.gov/publications/nrp/findings.htm , Trelease, J. (1995). The read-aloud handbook. (4th edition). New York: Penguin. Vacca, J.L., Vacca, R. T., & Gove, M.K. (2000). Reading and Learning to Read. New York: Addison Wesley Longman, Inc., Scholastic Publishing www.uno.edu/~edci/jal11hellohtml , National Council of Teachers of English www.ncte.org	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
4. Develop a preventive intervention plan utilizing a tutorial program for students reading below grade level.	*Principal Reading Leader PTA President	Peregoy, S. & Boyle, O. (2001). Reading, Writing, & Learning in ESL. New York: Addison Wesley Longman, Inc., Durgunođlu, A. (1997). Bilingual reading: Its components, development, and other issues. In A.M.B. de Groot & J.F. Kroll (Eds.), Tutorials in bilingualism: Psycholinguistic perspectives (pp. 255-276). Mahwah, NJ: Lawrence Erlbaum Associates. Bilingual Reading Instruction Program Models: Retrieved from: http://www.ncbe.gwu.edu/pathways/reading/index.htm , Diaz-Rico, L.T. & weed, K.Z. (2002). The Crosscultural, language, and academic development handbook: A complete K-12 reference guide. Second edition. Boston: Allyn and Bacon. Wilson-Portuondo, M.L. & Hardy, P.I. (2001). When is a language difficulty a disability? The assessment and evaluation process of English language learners. Retrieved from http://www.alliance.brown.edu/eac/sped_mtsl101.shtml .	Sep. '03	Jun. '04
5. Utilize technology for word processing, multimedia projects, and internet activities for ESE students to improve reading skills.	*Technology Department Chair Media Specialist	www.intel.com , www.scholastic.com , http://www.scottforesman.com/ , http://www.utre.ucf.edu/techss , http://intech2000.miamisci.org , http://school.discovery.com/schrockguide/	Sep. '03	Jun. '04
6. Increase print/non-print resources and maintain promotional literary programs in the Library-Media Center.	*Media Specialist	www.fsc.follet.com , www.scholastic.com , www.booksource.com , www.demco.com , Booklist School Library Journal, www.books.mcgraw-hill.com/library.html , www.houghtonmifflinbooks.com , www.heinemannlibrary.com	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: Pinecrest Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Writing

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 2003 FCAT Writing Test indicate that 96 percent of students have met the state required mastery level.

Objective

Given instruction in the Sunshine State Standards, students in grades three and four will demonstrate an increase in writing proficiency as evidenced by a one point increase in the scores of at least 65 percent of the students who scored less than four on the school-developed writing pre-test administered in the fall of 2003 when compared to the school-developed writing post-test administered in the spring of 2004 as documented by teachers' logs.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if at least 65 percent of the students in grades three and four who scored less than four on the school-developed writing pre-test increase their score one point on the school-developed writing post-test.

Evaluation:

The objective will be evaluated by scores of the 2004 school-developed writing post-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:
Miller, Minna		
Pardee, Kay		
Green, Joe		
Rubin, Dora		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Support the School-To-Career initiative through invited guest speakers who will discuss the writing skills needed to be acquired for success in varied work environments.	* Counselor	PTA Dade Partners	Sep. '03	Jun. '04
2 . Implement the Competency-Based Curriculum correlated with the Sunshine State Standards to enhance classroom practices.	*Reading Department Chair Assistant Principal	http://www.coedu.esf.edu/sacee/goals2K/aaselck.htm , http://dcps.dade.k12.fl.us/inst/readingplan/bench , Competency Based Curriculum Objectives - Language Arts. Miami-Dade County Public School System., Www.ncte.org, http://www.coedu.usf.edu/sacee/goals2K/rubselck.htm , Birch, B. (2001). Grammar Standards: It's All in Your Attitude. Language Arts, 78 (6), 535-542., Calkins-McCormick, L. (1994). The art of teaching writing. Portsmouth, New Hampshire: Heinemann., Cramer, R.L.(1998). The Spelling Connection. New York: The Guilford Press., Cunningham, P.M. (2000). Phonics they use: Words for reading and writing. (3rd edition). New York: Harper Collins.	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
3 . Implement the Miami-Dade Comprehensive Reading Plan correlated with the Sunshine State Standards.	*Reading Department Chair	District and State Benchmarks and Standards http://dcps.dade.k12.fl.us/inst/readingplan/bench , Florida Curriculum Frameworks: Sunshine State Standards; Grade Level Expectations www.firn.edu/doe/ , International Reading Association www.reading.org , Miami-Dade County Public Schools Comprehensive Reading Plan http://dcps.dade.fl.us/inst/readingplan/toc , Report of the National Reading Panel: Teaching Children to Read: Retrieved from: http://www.nichd.nih.gov/publications/nrp/indings.htm , Armbruster, A.B. & Osborn, J.H. (2002). Reading Instruction and Assessment: Understanding the IRA, Standards. Massachusetts: Allyn & Bacon., Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. New Jersey: Prentice Hall.,Brown, K. (2000). What kind of text-Forwhom and when? Textual scaffolding for beginning readers. The Reading Teacher, 53 (4), 292-307.	Sep. '03	Jun. '04
4 . Utilize media technology to support and enhance classroom writing instruction.	*Reading Department Chair Media Specialist	Creative Classroom, Reading Teacher www.patentsplace.com/readroom/childnew/index.html , plaza.interport.net/kids_space/index2.html , www.bigchalk.com , Cable in the Classroom, School Library Journal www.scholastic.com	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
5 . Provide writing inservice for parents and teachers.	*Reading Department Chair Assistant Principal	www.firn.edu.doe, Calkins-McCormick, L. (1994). The art of teaching writing. Portsmouth, New Hampshire: Heinemann., www.scholastic.com, What parents need to know about Reading and Writing-grade by grade www.indiana.edu/~eric_rec/fl/pcto/menu.html, www.familyfun.com	Sep. '03	Jun. '04
6 . Maintain school writing portfolios containing writing samples holistically scored utilizing the six point rubric.	*Reading Department Chair Assistant Principal	FCAT Explorer, Johns, J., Lenski, S., & Elish-Piper, L. (1999). Early literacy assessments & teaching strategies. Indiana: Kendall/Hunt., Mittler, J. (1997). The portfolio assessment guidebook. Austin, Texas: Steck-Vaughn Berrent., 'Malley, J.M. (1996). Authentic Assessment for English Language Learners. New York: Addison-Wesley Publishing Company.	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: Pinecrest Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal # 1 2 3

State Goal #: 2 3 4 6 7 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2003 FCAT Mathematics Test indicate that 81 percent of the students in grades four and five have met the state required mastery level and that 72 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students in grades four and five will maintain their Mathematics skills as evidenced by 81 percent of students reaching the state required mastery level and 72 percent maintaining their annual learning gains as documented by scores of the 2004 FCAT Mathematics Test, while 38 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 81 percent of students reach the state required mastery level, if 72 percent make annual learning gains, and if 38 percent of each subgroup identified in the NCLB requirements score at state mastery level.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Mathematics 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:
Betz, Gilbert	Allbright, Laura	
Espino, Adelfa		
Pardee, Kay		
Trifiletti, Elizabeth		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Support School-To-Career initiative through teacher-generated lessons in which students have the opportunity to apply math skill to real-life situations.	*Science/Math Department Chair	www.coolmath.com, www.lessonplanspage.com, Teaching Children Mathematics, Ask Jeeves for Kids, Challenge-Reaching and Teching the K-8 Child www.nctm.org	Sep. '03	Jun. '04
2 . Utilize the Competency-Based Curriculum correlated with the Sunshine State Standards.	*Science/Math Department Chair	www.coolmath.com, www.lessonplanspage.com, Teaching Children Mathematics, Ask Jeeves for Kids, Challenge-Reaching and Teching the K-8 Child www.nctm.org, Whitenac, J. & Yackel, E. (2002) Making Mathematical Arguments in the Primary Grades: The Importance of Explaining and Justifying Ideas. Teaching Children Mathematics, 8, 524-527., www.csun.edu/~hcmth014/comics.html	Sep. '03	Jun. '04
3 . Incorporate critical thinking mathematics type performance task questions throughout the curriculum.	*Science/Math Department Chair	http://www.firn.edu/doe/, http://www.firn.edu/doe/sas/fcat/fcat_menu.htm, http://school.discovery.com/lessonplans/math.html, Activities for Active Learning and Teaching: Selections from the Mathematics Teacher, Activities from the Mathematics Teacher, Developing Data-Graph Comprehension in Grades K-8, Second Edition	Sep. '03	Jun. '04
4 . Integrate technology into mathematics curriculum.	*Technology Department Chair	www.intel.com, http://www.utre.ucf.edu/techss, http://intech2000.miamisci.org, http://school.discovery.com/schrockguide/, www.nctm.org, Educational Insights, Principles and Standards for School Mathematics: An Overview www.math.com, www.sbgmath.com, Essex, N. (2002) Racing against Time: Using Technology to Explore Distance, Rate, and Time. 322-36.	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
5. Utilize manipulatives to enhance delivery of mathematics instruction for ESE students and to improve math skills for ESE students.	*Science/Math Department Chair	www.sbgmath.com, www.Mhteachers.com, http://forum.swarthmore.edu/dr.math/ , http://archives.math.utk.edu/newindex/html , http://www.enc.org , Teaching Children Mathematics, Benson, Alexis & Baroody, A. (2001) Early Number Instruction. Teaching Children Mathematics, 154-158., Challenge-Reaching and Teaching the K-8 Gifted Child	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: Pinecrest Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

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 2003 school-developed science post-test indicate that 80 percent of students in grades two through five have demonstrated acceptable levels of learning gains in science.

Objective

Given instruction using the Sunshine State Standards, students in grades two through five will maintain their science content knowledge as demonstrated by 80 percent of the students scoring 75 percent or above as measured by a school-developed science pre-test and post-test administered in the fall of 2003 and the spring of 2004 as documented in teachers' logs.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 80 percent of the students score 75 percent or above as measured by a school-developed science post-test administered in the spring of 2004 as documented in teachers' logs.

Evaluation:

This objective will be evaluated by scores of the 2004 school-developed science post-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:
Betz, Gilbert	Madan, Denise	
Lindsey, Nina		
Trifiletti, Elizabeth		
Swanson, Valerie		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Support the School-To-Career initiative through career presentations that introduce students to different opportunities available in the world of work, using materials and resources from the media center as well as community partnerships.	* Counselor	PTA Dade Partners	Sep. '03	Jun. '04
2 . Utilize FOSS science-related materials to enhance the instruction of the Science Sunshine State Standards.	*Math/Science Department Chair	www.nsta.org, educate.si.edu/lp/lp_fs.html, school.discovery.com/ontv/index.html, lapeer.org/Search/Search.html, AIMS Education Foundation, Ranger Rick, My Big Backyard	Sep. '03	Jun. '04
3 . Provide students with hands-on science experiences utilizing the scientific method.	*Math/Science Department Chair	www.nyelabs.kcts.org/, www.nsta.org/parents/, Classroom Connect, home.stlnet.com/~grichert/applets.html, Science and Children, Instructor, Young People's Images of Science, Science Experiments and Projects - Holonitch, Lisa, Resource Guide and Master Index-Time-Life, Science Experiments Index for Young People - Pilger, M.A.	Sep. '03	Jun. '04
4 . Increase our library media collection of science resources.	*Media Specialist	www.Libraryvideo.com, www.National Geographic.com, www.Annenberg/CPB, www.Mediabasicsvideo.com, www.Perma/bound.com, Pacific Interactive, www.Scholastic.com, Thinking Things-Edmark, Magic Schoolbus Series, www.healthedco.com, Eyewitness	Sep. '03	Jun. '04
5 . Integrate technology into the science curriculum.	*Technology Department Chair Math/Science Department Chair	ehrweb.aaaas.org/scinetlinks, Intel Teach for the Future, WebQuest, www.snl.org, School Library Journal Net Connect, www.cs.cmu.edu/~mwm/sci.html, www.itre.ucf.edu/techss, www.enc.org:80/classroomindex.htm	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>Kindergarten Student Assessment</i>	Teachers: 20 Administrators: 0 Others: 0	No
<i>Language Arts Training Activity</i>	Teachers: 38 Administrators: 0 Others: 0	No
<i>Kindergarten Assessment</i>	Teachers: 20 Administrators: 0 Others: 0	Yes
<i>Basic Teaching Practices</i>	Teachers: 4 Administrators: 0 Others: 0	Yes
<i>Reading Standards</i>	Teachers: 4 Administrators: 0 Others: 0	No
<i>Staff Development</i>	Teachers: 4 Administrators: 0 Others: 0	Yes
<i>DRA/ICU Staff Development</i>	Teachers: 4 Administrators: 0 Others: 0	Yes
<i>DRA Informational Meeting</i>	Teachers: 61 Administrators: 0 Others: 0	Yes
<i>Project Right Beginnings</i>	Teachers: 4 Administrators: 0 Others: 0	Yes
<i>Best Training Practices</i>	Teachers: 4 Administrators: 0 Others: 0	Yes
<i>Reading Assessment and the LEP Child</i>	Teachers: 4 Administrators: 0 Others: 0	Yes

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Project O.W.L.</i>	Teachers: 4 Yes Administrators: 0 Others: 0	
<i>B.E.A.R.</i>	Teachers: 4 Yes Administrators: 0 Others: 0	
<i>Best Training Practices</i>	Teachers: 4 Yes Administrators: 0 Others: 0	
<i>Portfolio Guidelines</i>	Teachers: 40 Yes Administrators: 0 Others: 0	
<i>Professional Development on Accelerated Reader</i>	Teachers: 4 Yes Administrators: 0 Others: 0	
<i>Best Practices on Teaching Reading</i>	Teachers: 100 No Administrators: 0 Others: 0	

Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Best Teaching Practices</i>	Teachers: 4 Yes Administrators: 0 Others: 0	
<i>Best Teaching Practices</i>	Teachers: 4 No Administrators: 0 Others: 0	
<i>Best Teaching Practices</i>	Teachers: 4 No Administrators: 0 Others: 0	

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Portfolio Guidelines</i>	Teachers: 40 Yes Administrators: 0 Others: 0	

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Math Best Practices</i>	Teachers: 13 Yes Administrators: 0 Others: 0	
<i>Math and Science</i>	Teachers: 7 No Administrators: 0 Others: 0	
<i>Math and Science Inservice</i>	Teachers: 7 No Administrators: 0 Others: 0	
<i>New Teacher Math and Science Inservice</i>	Teachers: 100 No Administrators: 0 Others: 0	
<i>Mathematics</i>	Teachers: 7 No Administrators: 0 Others: 0	

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Math and Science</i>	Teachers: 7 No Administrators: 0 Others: 0	

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Math and Science Inservice</i>	Teachers: 7 No Administrators: 0 Others: 0	
<i>Inquiry Matters</i>	Teachers: 3 No Administrators: 0 Others: 0	

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Individual Student Planning Training</i>	Teachers: 100 Yes Administrators: 0 Others: 0	
<i>African-American History</i>	Teachers: 5 No Administrators: 0 Others: 0	
<i>Technology</i>	Teachers: 13 Yes Administrators: 0 Others: 0	
<i>Functional Assessment of Behavior</i>	Teachers: 50 No Administrators: 0 Others: 0	
<i>SPP</i>	Teachers: 5 Yes Administrators: 0 Others: 0	
<i>Technology</i>	Teachers: 100 No Administrators: 0 Others: 0	
<i>Destination Accountability</i>	Teachers: 100 No Administrators: 0 Others: 0	

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Profile Diagnostic LAP_D Scoring</i>	Teachers: 20 Administrators: 0 Others: 0	No
<i>School to Career</i>	Teachers: 100 Administrators: 0 Others: 0	No
<i>Human Growth and Development-HIV Aids</i>	Teachers: 5 Administrators: 0 Others: 0	No
<i>Training and Technology</i>	Teachers: 5 Administrators: 0 Others: 0	No
<i>ESOL Placement Tests</i>	Teachers: 100 Administrators: 0 Others: 0	No
<i>Safe Crisis Management</i>	Teachers: 3 Administrators: 0 Others: 0	No
<i>Williams' Creativity Test</i>	Teachers: 20 Administrators: 0 Others: 0	Yes
<i>Technology</i>	Teachers: 100 Administrators: 0 Others: 0	No
<i>Administering and Scoring the Williams'Creativity Test</i>	Teachers: 20 Administrators: 0 Others: 0	No
<i>Critical Information for Elementary Teachers</i>	Teachers: 100 Administrators: 0 Others: 0	No
<i>SBSCD</i>	Teachers: 100 Administrators: 0 Others: 0	No

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Higher Order Thinking Skills</i>	Teachers: 60 Administrators: 0 Others: 0	No
<i>LD/VE Best Teaching Practices</i>	Teachers: 3 Administrators: 0 Others: 0	No
<i>Harassment</i>	Teachers: 100 Administrators: 0 Others: 0	No
<i>Inclusion/Adaptation/Modificatin</i>	Teachers: 90 Administrators: 0 Others: 0	No

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.