

**School Name and Number :** 5951 - Whispering Pines Elementary School

# School Performance Excellence Plan

**Principal:** Ruth A. Alperin

**Telephone #:** (305) 238-7382

**High School Feeder Pattern:** 7731 - Miami Southridge Senior

ACCESS Center Six

**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: 5951 - Whispering Pines Elementary School

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

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

**VISION:** Whispering Pines Elementary School staff and community will develop productive citizens who will function effectively in an ever-changing interdependent world. All participants become stakeholders.

**MISSION:** Whispering Pines Elementary School students deserve the opportunity to succeed academically, socially, emotionally, and physically. To achieve this, Whispering Pines Elementary will emphasize the application of critical thinking skills, encourage good attendance, instill self-respect and respect for others, provide a safe and caring school environment, help students accept responsibility for their actions, stimulate intellectual curiosity, and encourage parent/community participation.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

## School Profile/ Needs Assessment:

### EXECUTIVE SUMMARY

#### Whispering Pines Elementary School

---

Whispering Pines Elementary is a school with approximately 849 students in kindergarten through grade five. Approximately 317 of the students are on out-of-area transfers from neighboring communities. Parent involvement is significant. The students, teachers, and parents work together in a collaborative effort to maintain high academic standards. Whispering Pines Elementary offers a Gifted Program (Discovery), a program for varying exceptionalities and emotionally handicapped students and an Extended Foreign Language Program (EFLP) in kindergarten and first grade. In the Fall of 1998, three pre-kindergarten classes were opened, currently adding 46 students to our total enrollment. Whispering Pines Elementary staff has access to over 230 computers, intra-school e-mail as well as district e-mail. The Educational Excellence School Advisory Council has identified the following schoolwide priorities:

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students in grades three through five will increase their reading skills as evidenced by 81 percent of students reaching the state required mastery level, 69 percent making annual learning gains and 59 percent scoring in the lowest 25 percent making annual learning gains as evidenced by scores on the 2004 FCAT Reading Test. Additionally, 31 percent of the Students with Disabilities will reach the state required mastery level identified in the No Child Left Behind (NCLB) requirements as evidenced by scores on the 2004 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students in grades three through five will increase their mathematics skills as evidenced by 80 percent of students reaching the state required mastery level, 80 percent making annual learning gains as evidenced by scores on the 2004 FCAT Mathematics Test. Additionally, 38 percent of the Students with Disabilities will reach the state required mastery level identified in the No Child Left Behind (NCLB) requirements as evidenced by scores on the 2004 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students in grade four will increase their writing skills as evidenced by 96 percent of students reaching the state required mastery levels as evidenced by scores on the 2004 FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students in grade five will increase their science skills as evidenced by 48 percent of students scoring at or above the district mean scale score documented by scores on the 2004 FCAT Science Test.

In order to achieve these objectives, appropriate strategies have been suggested and planned, including individual and class publications, shared writing across grade levels and mathematics skills' development strategies. Additionally, there is an awareness for the practical use of writing, reading, mathematics, and science.

Whispering Pines Elementary School students deserve the opportunity to succeed academically, socially, emotionally, and physically. To achieve this, Whispering Pines Elementary will emphasize the application of critical thinking skills, encourage good attendance, instill self-respect and respect for others, provide a safe and caring school environment, help students accept responsibility for their actions, stimulate intellectual curiosity and encourage parent/community participation.

These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE).

## 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:

Whispering Pines Elementary provides educational services based on the Sunshine State Standards to students in grades kindergarten through five. Three teachers meet the needs of students with varying exceptionalities serving full-time and part-time students. Whispering Pines Elementary also has two inclusion classrooms with a basic education and an exceptional student education teacher working collaboratively in grade three and grade five. In addition, there are also three teachers that meet the needs of children in the Program for Emotionally Handicapped Students. The Extended Foreign Language Program has 30 students in both kindergarten and grade one.

###### Student Services:

Whispering Pines Elementary provides student services that promote positive self-esteem as well as successful academic achievement. Whispering Pines Elementary sponsors Whispering Pines Kids Network (WPKN). Students are responsible for reporting current news and special events over closed-circuit television every morning. Safety Patrol is also an integral part of maintaining safe conditions for all our students before and after school. Whispering Pines Elementary also provides an Academic Excellence Program (AEP) after school. This program provides students with a strong foundation for art appreciation. There is also an emphasis on hands-on science wherein students acquire the knowledge of the scientific method and science process skills. Our school also sponsors Future Educators of America (FEA). This team of students work collaboratively with other students and teachers in an effort to optimize student achievement as they learn the fundamentals of becoming future educators. Whispering Pines' Chamber Singers continue to be nationally recognized for their outstanding performances. Many of our students also belong to the Chess Club enhancing their problem-solving skills.

In addition, students have the opportunity to participate in other clubs and activities such as Student Council, Spirit Club, Intramurals, Art Enrichment, Rock Band, and Youth Crime Watch.

##### 1.2 Culture

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

###### Vision:

Whispering Pines Elementary School staff and community will develop productive citizens who will function effectively in an ever-changing interdependent world. All participants become stakeholders.

###### Mission:

Whispering Pines Elementary School students deserve the opportunity to succeed academically, socially, emotionally, and physically. To achieve this, Whispering Pines Elementary will emphasize the application of critical thinking skills, encourage good attendance, instill self-respect and respect for others, provide a safe and caring school environment, help students accept responsibility for their actions, stimulate intellectual curiosity, and encourage parent/community participation.

###### Core Values:

Whispering Pines Elementary School students will be afforded an education of the highest quality. Through the use of community resources and enhanced staff development, student instruction will be enriched. The belief is that all students can learn and reach their highest potential at Whispering Pines Elementary.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **1.3 Human Resources**

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

Whispering Pines Elementary employs a total of 76 full-time staff members and 25 part-time staff members. Of this group, there are two administrators, 30 classroom teachers, three full-time physical education teachers, four full-time and itinerant special area teachers (art, music), three Spanish teachers, eight teachers of exceptional student education, one behavior management teacher, one media specialist, one guidance counselor, one part-time curriculum aide, one technology aide, one after-school care manager, two part-time security monitors, 15 paraprofessionals, six full-time clerical employees, one microsystem technician, one speech therapist and five full-time custodial workers. Ten percent of the teachers are new to the school. An outside agency employs a part-time counselor who provides services for our Emotionally Handicapped students. More than 20 teachers have advanced degrees.

#### **1.4 Building Resources**

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

Whispering Pines Elementary is located at 18929 SW 89th Road, in Miami-Dade County in Access Center 6. School site 08, Park site 12. Thirty-one classrooms are encompassed in pod-styled buildings, which are all free standing with separate buildings for the cafeteria, office, media center, art, music and three second grade classrooms. There is a separate physical education area. The school is wired to provide Internet access to 100 percent of the classrooms, media center, office, and two computer labs, one with 34 stations and one with 16 stations. In addition, each classroom has a minimum of four drops for computers. The media center has a closed-circuit television system, 11 public access computers, a poster printer, and a computerized circulation system. Whispering Pines Elementary has 232 computer stations in total. The school acquired the Qualified Zone Academy Bond (QZAB), which updated obsolete computers and wiring. Additionally, our music program utilizes digital keyboards to enrich the overall curriculum from a business partnership.

#### **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.*

Whispering Pines Elementary serves 849 students from the surrounding neighborhood, as well as from the extended areas. This includes 100 percent standard curriculum students, 5.5 percent ESE students, 4 percent ESOL students, 42.8 percent economically disadvantaged students and 10 percent gifted students. The student population is comprised of 53.5 percent male students and 46.5 percent female students. The mobility rate of the school is 21 percent. Approximately 37.7 percent of the student population are on out-of-boundary transfers. Whispering Pines Elementary students have a better than 95 percent rate of attendance. Students that are in need of additional assistance in mastery of skills taught in the classroom are served through tutoring programs within the school before, during, and after school hours. Students that need additional services for educational or emotional needs are assisted through cooperative consultations and child study teams. Furthermore, 74 percent of students responding to the 2002-2003 Climate Survey revealed a concern regarding the cleanliness of bathrooms. Fifty percent of student respondents either disagree or strongly disagree that, "Food served for lunch at my school looks good and tastes good."

#### **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.*

Whispering Pines Elementary strives to involve parents and the community in educational and social activities. The Parent Teacher Association (PTA) is an active and integral component of the school. Communication between the school and home is accomplished through newsletters, meetings, conferences, workshops, e-mail, voice-mail, the school website, and administrative informational letters. The Educational Excellence School Advisory Council (EESAC) also provides a forum where issues and concerns are addressed. A number of grade level parent training workshops have been offered to guide parents in learning strategies to assist students that are not optimally achieving. Whispering Pines Elementary serves as a meeting place for the Boy Scouts and Girl Scouts of America, Whispering Pines Civic Association, PTA evening social events (Membership Appreciation Event, Book Fair) as well as the booster club for the nationally recognized Chambers Singers, WPKN and Discovery program.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **2.3 Human Resources**

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

Please refer to Staff Development (Appendex C).

#### **2.4 Supplier and Partner**

*This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.*

Whispering Pines Elementary teachers supervise student teachers, field placement and practicum students from Florida International University, Miami-Dade Community College, Barry University and Nova Southeastern University. Each year the articulation process takes place primarily between Whispering Pines Elementary and Cutler Ridge Middle School. However, some students attend Centennial Middle, Southwood Middle, Mays Middle and Ammons Middle Schools as well as the Ruth Owens Kruse Center. Students in the Exceptional Student Education Program are carefully monitored based on their IEP to ensure that the middle school placement is the most appropriate setting for the student. PsychSolutions provides individual counseling to students in the Program for Emotionally Handicapped Students. Whispering Pines Elementary sponsors food drives for needy families from the area. The school has a supply of school uniforms maintained by the office staff and is supported by parent donations for use with students unable to purchase uniforms because of financial hardship. Whispering Pines Elementary has a Principal-Operated Before-School Care Program with 52 students and After-School Care Program with 229 students as well as a Story Time program with 27 students enrolled. Whispering Pines Elementary has numerous partnerships with local businesses to support and reinforce the student academic program. Each year Whispering Pines Elementary is recognized for accumulating hundreds of volunteer hours by parents that offer support to teachers and students. The Boy Scouts and Girl Scouts are active on campus with Whispering Pines Elementary providing space for meetings.

## 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 Whispering Pines Elementary has increased by 20 percent over the past five years from 1997 to 2002. The Florida Department of Education graded Whispering Pines Elementary as an "A" school for the 2001-2002 and 2002-2003 school year. Whispering Pines Elementary is proud to have been a Florida Recognition School in 1998 for its outstanding achievement and accomplishments. Whispering Pines Elementary is a Golden Apple recipient for its outstanding volunteer participation and was recognized by the District PTA as the Outstanding PTA Local Unit of the Year.

#### **3.2 Competitors**

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

Several private schools are within or close to the boundaries of Whispering Pines Elementary. These schools include Holy Rosary, Alexander Montessori, Westminster, Cutler Ridge Christian Academy and Perrine Baptist. Whispering Pines Elementary is very proud to have achieved an "A" rating by the Florida Department of Education.

#### **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.*

Whispering Pines Elementary enjoys a collaborative system of leadership that includes representatives from all stakeholder groups in its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. New ideas are welcomed. Whispering Pines Elementary seeks to meet the needs of all students in an eclectic approach that will guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered essential to program improvement. The ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to student needs. Offering support to the parents and students of Whispering Pines Elementary is crucial to the success of the school. Workshops, parent groups, tutoring for students, and counseling programs provide for these needs. Whispering Pines Elementary has a strong discipline plan that ensures that behavioral issues are dealt with effectively and expediently.

#### **3.4 Dynamics**

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

Enrollment at Whispering Pines Elementary has increased by 20 percent over the past five years. The Whispering Pines student population is comprised of

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

37.7 percent out-of-area transfer students. Whispering Pines Elementary is a very stable community with no new construction or available space for new housing or apartments. Numerous former Whispering Pines students return to the area so that their children can live in this area and attend Whispering Pines Elementary as they once did. Whispering Pines Elementary has integrated intra school e-mail for all staff. Our website affords effective communication among all stakeholders.

#### 4. CHALLENGES

##### 4.1 Learning

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

Whispering Pines Elementary has several issues concerning challenges in learning. Among these are 37.7 percent of the Whispering Pines student population travel from outside the school boundaries. Tardiness to school and late pick-up of students after school is an ongoing problem. In addition, many students are dropped off long before school starts and are left unattended without adult supervision. Safety is a concern. Additionally, many students seem to lack consistency at home in terms of home learning assignments being done and parents taking the time to review assignments and school expectations. Five percent of the student population participates in both the Before-School Care Program and After-School Care Programs resulting in an extended school day which may negatively affect overall academic achievement. Six percent of the student population is in the Program for Emotionally Handicapped. Generally these students come from homes that are very unstable. Students do not always come emotionally prepared to attend school.

##### 4.2 Faculty

*This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.*

Whispering Pines Elementary has identified issues concerning challenges in relationships with internal operations and external forces. One issue is a high turnover rate with Spanish teachers. Staff concerns include large class size. Staff frequently feel overloaded and overwhelmed. The caliber of the instructional program is reflected by the fact that the vast majority of teachers' evaluations have demonstrated proficiency in their field. The retention of faculty is evidenced by more than twenty percent of the staff having been employed over 15 years at this site.

##### 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.*

Whispering Pines Elementary maintains strong, positive ties with our stakeholders, which helps alleviate many of the challenges we might otherwise face. Unfortunately, the temperature and humidity of the air conditioning system in various locations has negatively affected materials and equipment. Resolution is an ongoing issue. Additionally, we face the challenges of vandalism and graffiti. At times, school property has been destroyed or stolen.

##### 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.*

Whispering Pines Elementary has identified issues concerning challenges in process improvement: adequate time for benchmark testing, as well as kindergarten assessment deficiencies in students' basic academic skills, and a need to increase student performance results in FCAT mathematics, reading, writing and science through full implementation of the Sunshine State Standards (SSS).

#### 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.*

Whispering Pines Elementary is using the following methods to address the Opportunities for Improvement identified in item 4: an adult monitor has been hired to determine which students are arriving to school before staff supervision is available and provides written data to the principal. At 8:00 a.m. students on school grounds can report to the physical education teachers for supervised activities. Students that are late to school must wait in a designated area in front of the school office under the supervision of a teacher. Once the morning announcements are completed, students are sent to class with a tardy pass. This intervention is meant to be a deterrent to tardiness. Students not picked up ten minutes past dismissal are escorted to the school office. Several methods are in place in an attempt to reduce excessive tardies, absences and late pick-ups. They include letters to parents, visits from the school social worker, parent conferences, and finally, when necessary, requests to revoke out-of-area transfers. Consistency at home is addressed in the following ways: invitations for

## School Profile/ Needs Assessment: (continued)

---

### SCHOOL FOUNDATION

---

parent workshops, attempts at collaboration between parents and teachers, visits from the school social worker, daily, weekly, and interim progress reports. In order to address the needs of five percent of the student population who are enrolled in the Before-School Care Program and After-School Care Program, home learning with guidance from activity leaders is provided as a required component.

#### **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.*

Whispering Pines Elementary has identified challenges in the delivery of the educational program. Budgetary constraints make it difficult to resolve some of the issues related to support personnel, as well as large class sizes. Students deficient in basic academic skills have the opportunity to participate in tutorial services.

#### **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.*

Whispering Pines Elementary has identified the air conditioning system as an operational challenge. Many of the classrooms have deficient lighting due to outdated parts. On a scheduled basis, the lighting system is being updated but it is a timely process. Although new security measures have been implemented, security concerns still exist.

#### **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.*

Whispering Pines Elementary explores the following organizational processes that have been identified as areas in need of improvement. Deficiencies in students' basic academic skills will be addressed utilizing during school tutorials with retired Whispering Pines Elementary school teachers and substitute teachers as well as Saturday tutoring provided by certified teachers. Technology based programs will be used as an additional resource. In order to increase the result on FCAT scores schoolwide, the following strategies are being implemented: assessment and data analysis to identify student weaknesses, Funshine Fridays, large group lessons and activities to focus on specific academic skills, and intensive instruction to small groups of students including Students With Disabilities. Other incentives are Magical Mathematician, Writing is Magical, and Whispering Pines Celebrates Reading,

## 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 supporting the instructional program by employing paraprofessionals as classroom aides after reviewing the needs of the school.

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

The EESAC recommended the continued infusion of technology throughout the curriculum.

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

The EESAC recommended that focus be given to the need for textbooks for all students as well as utilization of current state-adopted materials.

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

The EESAC recommended continuing coordinated efforts to purchase educational software/hardware for classrooms.

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

The EESAC recommended addressing issues relating to class size, Extended Foreign Language Program (EFLP) and the need of paraprofessionals in the classroom.

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

The EESAC recommended ongoing tutoring services to be implemented at school.

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

The EESAC recommended continuing programs already in place such as DARE, Do the Right Thing, and Safety Patrol.

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

The EESAC recommended discussing ideas for the disbursement of the incentive money received from the state for being an "A" school.

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

The EESAC recommended a comparison of physical education equipment used at other schools to Whispering Pines equipment. EESAC will pursue the possibility of purchasing similar equipment for Whispering Pines.

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

**ACCOUNTABILITY DATA**

<b>School Performance Grades</b>				
<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
A	A	B	B	B

<b>2002-2003</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Grade Points</b>
<b>% Meeting High Standards</b>	79	79	95	253
<b>% Making Learning Gains</b>	67	79		146
<b>Adequate Progress of Lowest 25% in the school?</b>	58			58
<b>Total School Grade Points</b>	204	158	95	<b>457</b>

<b>2001-2002</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Grade Points</b>
<b>% Meeting High Standards</b>	82	82	83	247
<b>% Making Learning Gains</b>	76	94		170
<b>Adequate Progress of Lowest 25% in the school?</b>	77			77
<b>Total School Grade Points</b>	235	176	83	<b>494</b>

**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	137	317	15	9	30	39	7	137	313	15	15	40	25	5
2001-2002	141	305	21	10	33	28	8	140	300	21	14	37	26	2
2000-2001	128	306						130	300					

**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	135	313	22	13	26	31	8	135	313	15	15	41	23	6
2001-2002	137	323	15	12	31	28	13	137	322	13	12	35	30	9
2000-2001	143	303	25	15	33	17	9	143	284					
1999-2000	152	282	32	18	25	21	4							
1998-1999	127	301	21	19	35	22	3							

**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	136	303	15	15	36	26	7	136	335	13	17	32	26	12
2001-2002	145	292	21	13	37	23	6	146	326	21	14	32	23	10
2000-2001	145	277						144	302	28	26	21	20	4
1999-2000								142	316	23	20	27	25	5
1998-1999								127	310	28	20	31	19	1

**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	134	3.9	1	1	5	2	13	15	25	21	11	4	1
2001-2002	137	3.6	2	2	4	4	26	15	22	9	14	1	0
2000-2001	137	3.1	9	1	9	3	29	16	20	7	4	0	0
1999-2000	153	3	12	6	8	4	31	13	16	7	3	0	1
1998-1999	128	2.9	5	4	14	13	30	10	18	2	2	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	67	3.8	1	1	6	0	15	16	33	16	6	4	0
2001-2002	68	3.6	4	4	1	4	26	13	18	9	16	3	0
2000-2001	68	3.2	6	0	10	1	32	18	19	6	6	0	0
1999-2000	75	3	9	8	7	3	29	15	19	8	1	0	0
1998-1999	62	2.8	5	5	16	18	26	11	15	2	2	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	67	4	0	1	4	4	12	13	18	25	16	3	1
2001-2002	69	3.6	0	0	6	3	26	16	26	10	12	0	0
2000-2001	69	3	12	3	7	4	26	14	22	9	1	0	0
1999-2000	78	2.9	14	4	9	5	32	12	14	5	4	0	1
1998-1999	66	3	6	3	12	8	35	9	21	3	2	0	0

**School Name:** Whispering Pines Elementary School

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

**Performance Grade:**   A  

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

**Aligns with District Goal #**   2  

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

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

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

**Needs Assessment**

Scores on the 2003 FCAT Reading Test indicate that 42 percent of students in grades three through five scoring in the lowest 25 percent have not demonstrated acceptable levels of learning gains in reading. Scores on the 2003 FCAT Reading Test indicate that 33 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in reading. Data provided by the Accelerated Reader Program indicate that 5.7 percent of the students in grades two through five did not participate in the program. Out of the 147 students in grades three through five recommended for tutoring, 76 percent scored in the lower 25 percent range in the district-approved FCAT Reading Test. These students received intensive individual reading instruction and/or intensive instruction in small groups. Additionally, only 20 percent of the Students with Disabilities scored at the state mastery level on the 2003 FCAT Reading Test.

**Objective**

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students in grades three through five will increase their reading skills as evidenced by 81 percent of students reaching the state required mastery level, 69 percent making annual learning gains and 59 percent scoring in the lowest 25 percent making annual learning gains as evidenced by scores on the 2004 FCAT Reading Test. Additionally, 31 percent of the Students with Disabilities will reach the state required mastery level identified in the No Child Left Behind (NCLB) requirements as evidenced by scores on the 2004 FCAT Reading Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 81 percent of students reach the state required mastery level, 69 percent make annual learning gains, 79 percent scoring in the lowest 25 percent make annual learning gains, and 31 percent of the Students with Disabilities reach the state required mastery level when compared to scores on the 2003 FCAT Reading Test.

**Evaluation:**

This objective will be evaluated by scores on 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:
Alperin, Ruth A	LaPradd, Lisa	McDonald, Melanie
Waddell, Debbie	Barr, Iliana	Gordon, Nancie
Chuechunklin, Maretta	Hernandez, Barbara	Veilleux, Vivian Jo

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Enhance comprehension questions by having students in grades two through five utilize the Accelerated Reader Program to demonstrate a mastery level of 85-92 percent.	*Media Specialist, Classroom Teachers	Accelerated Reader books, online tests, computer laboratories as well as individual classroom computers, and classroom libraries	Sep. '03	Jun. '04
2. Provide intensive instruction in small groups for students in all subgroups scoring in the low 25 percent range on the district-approved FCAT Reading Pre-test.	*Principal, Classroom Teachers	Supplemental materials	Sep. '03	Jun. '04
3. Provide teachers with opportunities for staff development that will enable them to integrate appropriate instructional strategies using technology throughout the curriculum as well as Sunshine State Standards (SSS) Grade Level Expectations (GLEs) training in the Comprehensive Reading Plan.	Principal	Computers, Comprehensive Reading Plan	Sep. '03	Jun. '04
4. Offer an in-house reading comprehension tutorial program to students not achieving mastery levels in the Accelerated Reader Program.	*Principal, Classroom Teachers, Tutors	Supplemental materials	Sep. '03	Jun. '04
5. Conduct parent workshops to assist students with reading skills.	*Principal, Classroom Teachers	Supplemental materials	Sep. '03	Jun. '04
6. Continue to recognize outstanding readers of the week in grades kindergarten through five from each class on a weekly basis.	*Principal	T-shirts, bumper stickers, book marks, certificates	Sep. '03	Jun. '04
7. Continue to offer tutorial programs in reading to a target group of students who are performing below grade level or significantly below grade level on competency skills.	*Principal, Classroom Teachers, Tutors	Supplemental materials	Sep. '03	Jun. '04
8. Utilize A+ (ALS) software to enhance, reinforce, and remediate reading skills for students in grades one through five.	Classroom Teachers	Software	Sep. '03	Jun. '04
9. Utilize Read, Write and Type software to enhance, reinforce, and remediate reading skills for students in grades kindergarten through three.	Classroom Teachers	Software	Sep. '03	Jun. '04
10. Utilize River Deep Software to enhance, reinforce, and remediate reading skills for students in grades kindergarten through three.	Classroom teachers	Software	Sep. '03	Jun. '04

## Action Plan

<b>STRATEGIES</b>	<b>Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.</b>	<b>School Level Resources Allocated</b>	<b>Timeline</b>	
			<b>Start Date</b>	<b>End Date</b>

11 . Identify the students in all subgroups scoring at Level 1 on the FCAT Reading Test as delineated in the Adequate Yearly Progress (AYP) data and implement a tutorial program to address reading deficiencies.	*Principal, Classroom Teachers, Tutors	Supplemental Material	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:** Whispering Pines Elementary School

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

**Performance Grade:**   A  

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

**Aligns with District Goal #**   2  

**State Goal #:**   3 4 6 8  

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

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

**Needs Assessment**

Scores on the 2003 FCAT Mathematics Test indicate that 21 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in mathematics. Records indicate that two percent of the students recommended for mathematics tutoring did not attend. Additionally, only 20 percent of the Students with Disabilities scored at the state mastery level on the 2003 FCAT Mathematics Test.

**Objective**

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students in grades three through five will increase their mathematics skills as evidenced by 80 percent of students reaching the state required mastery level, 80 percent making annual learning gains as evidenced by scores on the 2004 FCAT Mathematics Test. Additionally, 38 percent of the Students with Disabilities will reach the state required mastery level identified in the No Child Left Behind (NCLB) requirements as evidenced by scores on the 2004 FCAT Mathematics Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 80 percent of students reach the state required mastery level, 80 percent make annual learning gains, and 38 percent of the Students with Disabilities reach the state required mastery level when compared to scores on the 2003 FCAT Mathematics Test.

**Evaluation:**

This objective will be evaluated by scores on 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:
Chuechunklin, Maretta	LaPradd, Lisa	Gordon, Nancie
McDonald, Melanie	Veilleux, Vivian Jo	Hernandez, Barbara
Barr, Iliana		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Provide intensive instruction in small groups to students scoring in the low 25 percent range on the district-approved Math FCAT Pre-test.	*Principal, Classroom Teachers	Pre-tests	Sep. '03	Jun. '04
2. Provide students with weekly, schoolwide mathematical problems that promote critical thinking skills. One student per grade level will be recognized weekly.	*Assistant Principal, Classroom Teachers	Math problems, incentives	Sep. '03	Jun. '04
3. Provide opportunities for staff development in the full utilization of the Sunshine State Standards (SSS) Grade Level Expectations (GLEs) in mathematics as documented by training logs.	*Assistant Principal, Classroom Teachers	Logs	Sep. '03	Jun. '04
4. Continue to incorporate Sunshine State Standards (SSS) Grade Level Expectations (GLEs) focused strategies using Higher Order Thinking Skills (HOTS) and hands-on strategies within the instructional day.	*Assistant Principal, Classroom Teachers	Lesson plans	Sep. '03	Jun. '04
5. Utilize River Deep Math software to enhance, reinforce, and remediate math application and computation skills for students in grades kindergarten through five.	Classroom Teachers	Software	Sep. '03	Jun. '04
6. Identify students in all subgroups scoring at Level 1 on the FCAT Mathematics Test as delineated in the Adequate Yearly Progress (AYP) data and implement a tutorial program to address the mathematical deficiencies.	*Principal, Classroom Teachers, Tutors	Supplemental Material	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:** Whispering Pines Elementary School

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

**Performance Grade:**   A  

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

**Aligns with District Goal #**   2  

**State Goal #:**   3  4  6  8  

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

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

**Needs Assessment**

Scores on the 2003 FCAT Writing Test indicate that five percent of students in grade four have not demonstrated mastery levels of learning gains in writing. Additionally, 18 percent of students in grade four and grade five did not complete art history reports.

**Objective**

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students in grade four will increase their writing skills as evidenced by 96 percent of students reaching the state required mastery levels as evidenced by scores on the 2004 FCAT Writing Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 96 percent of students reach the state required mastery level when compared to scores on the 2003 FCAT Writing Test.

**Evaluation:**

This objective will be evaluated by scores on the 2004 FCAT Writing 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:
McDonald, Melanie	Hernandez, Barbara	Gordon, Nancie

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Sponsor parent workshops to assist students with writing skills.	*Principal, Classroom Teachers	Supplemental materials	Sep. '03	Jun. '04
2 . Emphasize cooperative learning by students in grades two through five in book reviews sharing writing samples related to the book as documented by classroom teachers.	*Classroom Teachers	Books	Sep. '03	Jun. '04
3 . Incorporate peer-editing by fourth grade teachers to score student papers with feedback from colleagues three times during the school year as documented by their lesson plans.	*Assistant Principal, Classroom Teachers	Paper and prompts	Sep. '03	Jun. '04
4 . Provide support in writing skills for students in grades kindergarten through five.	*Reading Leader	Paper and prompts	Sep. '03	Jun. '04
5 . Utilize Ultimate Writing and Creativity Center software for students in grades three through five to enhance, reinforce, and remediate writing skills.	Classroom Teachers	Software	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:** Whispering Pines Elementary School

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

**Performance Grade:**   A  

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

**Aligns with District Goal #**   2  

**State Goal #:**   3 4 6 8  

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

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

**Needs Assessment**

Fifty-three percent of students did not score at or above a Level 3 on the FCAT Science Test in grade five.

**Objective**

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLEs), students in grade five will increase their science skills as evidenced by 48 percent of students scoring at or above the district mean scale score documented by scores on the 2004 FCAT Science Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 48 percent of students score at or above the district mean scale score when compared to scores on the 2004 FCAT Science Test.

**Evaluation:**

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

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

Names:	Names:	Names:
Alperin, Ruth A	McDonald, Melanie	Hernandez, Barbara

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Enhance science skills and knowledge by providing students with an opportunity to observe as well as conduct scientific investigations using FOSS materials and/or hands-on science activities. Teacher logs of the activities will be maintained.	*Instructional Improvement Team, Classroom Teachers, Science Aide	Science materials, FOSS Kits	Sep. '03	Jun. '04
2. Implement science model lessons. A copy of the schedule will serve as documentation.	*Instructional Improvement Team, Classroom Teachers	Lessons	Sep. '03	Jun. '04
3. Provide Internet resources in science instruction.	Classroom Teachers	Computers	Sep. '03	Jun. '04
4. Maintain and replenish FOSS Kits on an on-going basis.	*Curriculum Aide, Classroom Teachers	FOSS Kits	Sep. '03	Jun. '04
5. Implement Inventors' Fair in grades three through five.	Instructional Improvement Team, Classroom Teachers, Science Aide	Science Materials, Lessons	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>Spanish Reading Institute</i>	Teachers: 100 Administrators: 0 Others: 0	As needed for new Extended Foreign Language teachers
<i>Kindergarten Student Assessment (SRUSS) Professional Development</i>	Teachers: 100 Administrators: 50 Others: 0	As needed for newly assigned kindergarten teachers and administrators
<i>Reading is Fundamental (Reading is Fun) Training</i>	Teachers: 100 Administrators: 50 Others: 0	No additional training needed at this time
<i>Scott Foresman Inservice</i>	Teachers: 100 Administrators: 0 Others: 0	No further training needed at this time
<i>Project O.W.L. Second Grade Staff Development</i>	Teachers: 75 Administrators: 50 Others: 0	As needed for newly assigned second grade teachers
<i>SMILE Training</i>	Teachers: 13 Administrators: 0 Others: 0	As needed for newly assigned teachers in grades K-5
<i>Phonological Awareness for ESE teachers</i>	Teachers: 50 Administrators: 0 Others: 0	As needed for newly assigned ESE teachers
<i>Accelerated Reader Workshop</i>	Teachers: 32 Administrators: 0 Others: 0	As needed for newly assigned teachers
<i>Project B.E.A.R.</i>	Teachers: 40 Administrators: 0 Others: 0	As needed for newly assigned first grade teachers
<i>Higher Order Thinking Skills</i>	Teachers: 25 Administrators: 0 Others: 0	As needed for newly assigned Gifted teachers

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Riverdeep Destination Reading</i>	Teachers: 100 Administrators: 0 Others: 0	As needed for newly assigned teachers as program expands
<i>Portfolio Guidelines Training</i>	Teachers: 3 Administrators: 100 Others: 0	No further training needed
<i>Scholastic Reading Inventory (SRI) Training</i>	Teachers: 0 Administrators: 50 Others: 0	Yearly training for updated information
<i>Alliance Plus SCT</i>	Teachers: 87 Administrators: 50 Others: 0	No further training needed at this time
<i>End of the Year Reading Training</i>	Teachers: 3 Administrators: 0 Others: 0	Yearly training for updated information

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Zelda Glazer Writing Institute</i>	Teachers: 3 Administrators: 0 Others: 0	Pending application and selection
<i>Higher Order Thinking Skills</i>	Teachers: 25 Administrators: 0 Others: 0	As needed for newly assigned Gifted teachers
<i>Alliance Plus SCT</i>	Teachers: 87 Administrators: 50 Others: 0	No further training needed at this time

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Vertical Articulation ITT Training</i>	Teachers: 3 Administrators: 50 Others: 0	Yearly training for updated information
<i>Math in Context</i>	Teachers: 6 Administrators: 0 Others: 0	No further training needed at this time
<i>SMILE</i>	Teachers: 13 Administrators: 0 Others: 0	As needed for newly assigned teachers K-5
<i>Hands on Math</i>	Teachers: 13 Administrators: 0 Others: 0	No further training needed at this time
<i>Destination Riverdeep</i>	Teachers: 10 Administrators: 0 Others: 0	As needed for newly assigned teachers
<i>Higher Order Thinking Skills</i>	Teachers: 25 Administrators: 0 Others: 0	As needed for newly assigned Gifted teachers
<i>Mathematics for New Teachers</i>	Teachers: 100 Administrators: 0 Others: 0	No further training needed
<i>Science/Math Fair and Invention Convention Workshop</i>	Teachers: 3 Administrators: 0 Others: 0	Yearly Training for updated information
<i>Math and Science Conference</i>	Teachers: 3 Administrators: 0 Others: 0	Yearly conference for updated information
<i>Alliance Plus SCT</i>	Teachers: 87 Administrators: 50 Others: 0	No further training needed at this time

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Math/Science Elementary Lead Teachers' Training</i>	Teachers: 100 Administrators: 0 Others: 0	Yearly training for updated information

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Vertical Articulation ITT Training</i>	Teachers: 3 Administrators: 50 Others: 0	Yearly training for updated information
<i>SMILE</i>	Teachers: 13 Administrators: 0 Others: 0	As needed for newly assigned teachers
<i>Hands on Science</i>	Teachers: 13 Administrators: 0 Others: 0	No further training needed at this time
<i>Academic Excellence Program Environmental Studies Component</i>	Teachers: 7 Administrators: 0 Others: 0	As needed for newly assigned AEP teachers
<i>Higher Order Thinking Skills</i>	Teachers: 25 Administrators: 0 Others: 0	As needed for newly assigned Gifted teachers
<i>Lead Teachers' Science Inservice</i>	Teachers: 100 Administrators: 0 Others: 0	Yearly training for updated information
<i>Science/Math Fair and Invention Convention Workshop</i>	Teachers: 3 Administrators: 0 Others: 0	Yearly training for updated information
<i>Science FCAT K-2 Resource Guide Gradechair Workshop</i>	Teachers: 33 Administrators: 0 Others: 0	As needed for newly assigned K-2 Gradechairs

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Sci T.V. Science Program</i>	Teachers: 33 Administrators: 0 Others: 0	No further training needed at this time
<i>Math and Science Conference</i>	Teachers: 3 Administrators: 0 Others: 0	Yearly conference for updated information
<i>Math/Science Elementary Lead Teachers' Training</i>	Teachers: 100 Administrators: 0 Others: 0	Yearly training to update information

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Kindergarten to First Grade Transitional Session</i>	Teachers: 22 Administrators: 0 Others: 0	No further training needed at this time
<i>Opening of Schools District and Access Center 6 Training</i>	Teachers: 0 Administrators: 100 Others: 0	Yearly Training to update information
<i>Enrollment and Attendance Training</i>	Teachers: 0 Administrators: 50 Others: 16	No further training needed at this time
<i>Opening of Schools Pre-K ESE Training</i>	Teachers: 100 Administrators: 0 Others: 0	Yearly Training to update information
<i>ABC Profile training</i>	Teachers: 0 Administrators: 50 Others: 16	Yearly training for updated information
<i>Williams' Creativity Test Workshop</i>	Teachers: 25 Administrators: 0 Others: 0	No further training needed at this time

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Staff Development Workshop for New Gifted Teachers</i>	Teachers: 100 Administrators: 0 Others: 0	No further training needed at this time
<i>ESE Teachers PowerPoint for Instruction Workshop</i>	Teachers: 25 Administrators: 0 Others: 0	No further training needed at this time
<i>Inclusion Made Easier for Teachers of the Visually Impaired</i>	Teachers: 100 Administrators: 0 Others: 100	No further training needed at this time
<i>Pre-K Teachers/Paras Conscious Discipline Workshop</i>	Teachers: 0 Administrators: 0 Others: 28	No further training needed at this time
<i>Pre-K Teachers LAP-D Training</i>	Teachers: 50 Administrators: 0 Others: 0	No further training needed at this time
<i>African American History Advocate Workshop and Conference</i>	Teachers: 100 Administrators: 0 Others: 0	Yearly training to update information
<i>Instructional Technology Conference Version 10.0</i>	Teachers: 17 Administrators: 50 Others: 0	Yearly conference to update information
<i>Student Performance Plan Training</i>	Teachers: 6 Administrators: 50 Others: 0	No further training needed at this time for current plan
<i>School-to-Career Connections Training</i>	Teachers: 6 Administrators: 50 Others: 0	No further training needed at this time
<i>Functional Assessment of Behaviors (FAB) Refresher Training</i>	Teachers: 13 Administrators: 0 Others: 0	No further training needed at this time
<i>Traumatic Brain Injury Workshop</i>	Teachers: 10 Administrators: 0 Others: 0	As needed for teachers assigned to T.B.I. students

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Sexual Harassment Training</i>	Teachers: 0 Administrators: 100 Others: 0	Yearly training for updated information
<i>Training for New ESE Teachers</i>	Teachers: 100 Administrators: 0 Others: 0	As needed for newly assigned ESE teachers
<i>Child/Sexual Abuse Prevention Program Workshop for Third Grade Teachers</i>	Teachers: 33 Administrators: 0 Others: 0	Yearly Training for updated information
<i>EH Teachers Facilitating Learning thru Differentiated Instruction/ Technology</i>	Teachers: 17 Administrators: 0 Others: 0	No further training needed at this time
<i>Elementary LD/VE Teacher Training</i>	Teachers: 50 Administrators: 0 Others: 0	As deemed necessary by District mandate
<i>FCAT/SAT-9 Testing Training</i>	Teachers: 0 Administrators: 50 Others: 0	Yearly training for updated information
<i>K-1 Teachers Physical Education Program</i>	Teachers: 22 Administrators: 0 Others: 0	No further training needed
<i>WISE Workshop</i>	Teachers: 0 Administrators: 50 Others: 0	As needed for program expansion
<i>Internet/Technology Training Services</i>	Teachers: 0 Administrators: 50 Others: 0	As deemed necessary by administration
<i>Revised IEP Training for ESE Staff</i>	Teachers: 13 Administrators: 0 Others: 0	No further training needed at this time
<i>Grantwriting Workshop</i>	Teachers: 3 Administrators: 50 Others: 0	As needed for updated information

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>The Melissa Institute Conference</i>	Teachers: 0 Administrators: 50 Others: 0	Yearly Conference
<i>ESE Teachers Matrix of Services Workshop</i>	Teachers: 13 Administrators: 0 Others: 0	No further training needed at this time
<i>Annual Children's Mental Health Conference</i>	Teachers: 6 Administrators: 0 Others: 0	Annual conference
<i>Diversity Compliance Training</i>	Teachers: 0 Administrators: 50 Others: 0	As deemed necessary by District mandate

# 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.**