

School Name and Number : 5961 - Winston Park Elementary School

School Performance Excellence Plan

Principal: Noreen Virgin

Telephone #: (305) 386-7622

High School Feeder Pattern: 7531 - Miami Sunset Senior

ACCESS Center Six

Board District #: 7 - Mr. Frank J. Cobo

Title I Budget and Waivers

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

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



2003 - 2004

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 5961 - Winston Park Elementary School

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

Vision/Mission/Belief Statement(s):

VISION: Winston Park Elementary School successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

MISSION: The mission of Winston Park Elementary School is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a "family centered" atmosphere as they develop skills to become lifelong learners and successful participants in a global community. At Winston Park Elementary we believe: school is a place where the tools of technology are an integral part of our curriculum and daily lives; school is a student's place of work where mutual respect, concern and positive attitudes towards lifelong learning are promoted on a daily basis; school is a place where students need to think critically and apply knowledge productively; school is a place where ethical and moral character traits are developed to prepare our students to actively participate in a democratic society.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Winston Park Elementary School

Winston Park Elementary, serving 1010 pre-kindergarten to fifth grade students, is located in a multiethnic community in the southwest section of unincorporated Miami-Dade County, Florida. The school population is predominantly Hispanic (84 percent) with a mobility rate of 21. The socioeconomic make-up reflects that 51 percent of our students are on free or reduced priced meals. After analyzing and evaluating pertinent data, such as the results of the Florida Comprehensive Assessment Test, School Performance Excellence Plan and School Climate Survey, Winston Park Elementary, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as schoolwide priorities for the 2003-2004 school year.

Given instruction using the Sunshine State Standards, students in grades three, four and five, will increase their reading skills as evidenced by 76 percent of students reaching the state required mastery level; and in grades four and five 73 percent making annual learning gains, and 76 percent scoring in the lowest 25 percent making annual learning gains as documented by scores on the 2004 FCAT Reading Test while 31 percent of each subgroup identified in the NCLB requirements will score at or above the state mastery level.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 92 percent of students reaching high standards in writing as documented by scores on the 2004 FCAT Writing Test, while demonstrating improved performance by one percent and identified in the NCLB requirements.

Given instruction using the Sunshine State Standards, students in grades three, four and five will increase their mathematics skills as evidenced by 70 percent reaching the state required mastery level; and in grades four and five, 72 percent making annual learning gains as documented by scores on the 2004 FCAT Mathematics Test while 38 percent of each subgroup identified in the NCLB Act requirements will score at or above state mastery level.

Given an increase in schoolwide writing instruction through the use of Writing Across the Curriculum and increased practice responding to bi-monthly writing prompts, students in grades kindergarten to grade three will increase their writing skills as evidenced by a 35 percent increase in the average score as measured by the District FCAT writing pre-test administered in September 2003 compared to the District writing post-test administered in May 2004.

Given instruction using the Sunshine State Standards students in grades two through five will increase their science skills as evidenced by a 23 percent increase in the average score as measured by a site-developed pre-test administered in the fall of 2003 compared to a post-test administered in the spring of 2004 and documented in teachers' logs.

In order to achieve these objectives, appropriate strategies have been suggested and planned by the school's stakeholders. Strategies to be implemented include the Competency-Based Curriculum; Sunshine State Standards; Comprehensive Reading Plan; Comprehensive Mathematics and Science Plan; FOSS Science Program; Windows on Math Program; Everyday Counts Calendar Math; school based technology programs such as SuccessMaker; Accelerated Reader; Academy of Reading; Jostens/Compass Software; various M-DCPS intranet provided research based programs such as FCAT Explorer, Riverdeep and Access2 Learn; a selection of School-to-Careers activities; and the on-going monitoring of the Performance Excellence Plan. These objectives and activities will enhance our mission to provide a safe and equitable learning environment, where students of all ethnic backgrounds, including Limited English Proficient (LEP), Students with Disabilities (SWD) and Economically Disadvantaged, become successful participants in a global community.

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:

Winston Park Elementary School provides students, pre-kindergarten through fifth graders, with quality educational services which have their foundation in the Sunshine State Standards. There is a strong academic focus with emphasis on the Comprehensive Reading Program, the Comprehensive Mathematics and Science Plan, Writing Across the Curriculum and technology. Additionally, the school offers Advanced Academic Instruction through TEAM (Teaching Enriched Activities to Minority Students) classes (1-4), Gifted Resource classes (K-5) and Cooperative Teaching in our Varying Exceptionality classes. Instruction provided in traditional classroom settings is complimented by computer-assisted activities, expanding use of CRISS and Internet access. Our school-to-home partnership is accented by monthly calendars; home learning folders (K, 1) and School Agendas (2-5). In addition, school-wide voice mail is available to all of our parents as well as a web page listing all of our programs in more detail. A large Principal Operated Fee-Based Before-School and After-School Care Program greatly enhances our commitment to our parents and community.

Student Services:

Student services provided at Winston Park Elementary, although not academic in nature, have a direct impact on achievement. Services include developmental counseling with an emphasis on classroom guidance, small group and individual counseling. In addition, the counselor supports the delivery of the following programs: Character Education, Youth Crime Watch, Proudly Infusing Non-Violence (PIN) and the Proudly Resolving Our Unresolved Differences (PROUD). In addition, community support is available from the University of Miami Mobile Pediatric Clinic, which is at our site on a monthly basis, and from the Children's Psychiatric Center which provides psychologists and therapists to work with the children/families referred by the school.

1.2 Culture

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

Vision:

Winston Park Elementary School successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

Mission:

The mission of Winston Park Elementary School is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a "family centered" atmosphere as they develop skills to become lifelong learners and successful participants in a global community. At Winston Park Elementary we believe: school is a place where the tools of technology are an integral part of our curriculum and daily lives; school is a student's place of work where mutual respect, concern and positive attitudes towards lifelong learning are promoted on a daily basis; school is a place where students need to think critically and apply knowledge productively; school is a place where ethical and moral character traits are developed to prepare our students to actively participate in a democratic society.

Core Values:

Vision Statement:

Winston Park Elementary School successfully educates and prepares students from multi-cultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Mission Statement:

The mission of Winston Park Elementary School is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a "family centered" atmosphere as they develop skills to become lifelong learners and successful participants in a global community.

Core Values:

At Winston Park Elementary we believe:

school is a place where the tools of technology are an integral part of our curriculum and daily lives;

school is a student's place of work where mutual respect, concern and positive attitudes towards lifelong learning are promoted on a daily basis;

school is a place where students need to think critically and apply knowledge productively;

school is a place where ethical and moral character traits are developed to prepare our students to actively participate in a democratic society.

1.3 Human Resources

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

The school employs a total of 76 full-time staff members and 24 part-time staff members. Of the full-time staff group, two are administrators, 35 are homeroom/academic classroom teachers, seven are bilingual teachers, three are exceptional education teachers, four are gifted teachers, four are fine arts teachers, two are physical education teachers, one is a guidance counselor, one is a Speech Pathologist, one is a Media Specialist, one is a Microsystems Technician, one is a classroom paraprofessional, six are clerical employees, one is a cafeteria worker, and seven are custodial service workers. The faculty's average length of time teaching in Florida is 17 years. This year three teachers are new to the school. Fifty-two percent have advanced degrees. One teacher has National Board Certification, and one is near completion.

In addition, the school operates a Before/After-School Care Program of which the Manager and the Assistant Manager/Community Specialist are full-time employees in the day school. The majority of this staff is comprised of 22 activity leaders, usually college students pursuing degrees in education.

1.4 Building Resources

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

Winston Park Elementary School is located on ten acres in southwest, unincorporated Miami-Dade County at 13200 S.W. 79th Street. The main building has 33 standard classrooms, a large covered open-air patio that serves as an "auditorium," one media center, one music room, one art room, and one ESOL resource room. Adjacent to the main building is a large relocatable building housing six student classrooms and several smaller work areas. There are also two portable buildings, one used by our fee-supported Pre-Kindergarten, the other used as a general classroom. This 27 year old school has been wired providing Internet access to all classrooms and 235 computers. The media center houses a closed-circuit television system and Internet access via multiple computers in a mini lab. An additional lab is set up for our ESE students in the relocatable building. Our P.T.A. has purchased violins and violas to support our musical program, a marquee to provide school information to the community and a selection of plants to enhance the school grounds.

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.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Winston Park Elementary School serves 1010 students from the surrounding neighborhood with six percent on out-of-area approval. The breakdown of the 1009 students is as follows: 24 Pre-Kindergarten students, standard curriculum students (74 percent), ESE students, i.e. specific learning disabilities and other health impaired (4.7 percent), speech and language impaired (1.5 percent), gifted (12 percent), ESOL students (19 percent), and economically disadvantaged students (51 percent). The ethnic/racial makeup of the student population is 1.5 percent African-American, 84 percent Hispanic, nine percent Anglo, 1.5 percent Asian, and four percent multi-racial. The mobility rate of the school is 21 percent. Regular attendance, an essential school-to-career behavior, is stressed daily. Attendance data show that our students ranked number twelve out of 189 elementary schools, first in our feeder pattern and first in our Access Ccenter. Some of our students receive assistance from the University of Miami Pediatric Mobile Van, which uses our campus site once per month. In addition, counselors from the Children's Psychiatric Center service selected students on site. A team made up of our school psychologist, school social worker, school counselor, an administrator and applicable teachers work as a Child Study Team to assist students with academic and/or behavioral issues.

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.

Winston Park Elementary School endeavors to strengthen its partnership with the community throughout the year. Monthly meetings with the Parent Teacher Association (P.T.A.) and the Educational Excellence School Advisory Council (EESAC) create an ongoing dialogue that allows for collaborative planning for parent and student programs/events and opportunities to participate in decision making in a non-threatening atmosphere. Data generated by the Miami-Dade County Public Schools annual School Climate Survey indicates overall satisfaction evidenced by the following average grades: Parents = A-; Student = A-; Staff = A. In addition, within the community, Winston Park Elementary School shares an on-going relationship with the local Winston Park Homeowners Association. A major force in our school is the commitment of our parents evidenced in the following sample activities: school supplies packaged and sold prior to opening and during first week; teacher requested mandatory parent meetings for all grade levels; funding for cultural activities; annual fund raising; and a carnival that welcomes the community. The overall emphasis remains an ongoing and open communication with our parents via packets (K-1); Agendas (2-5); voice mail, monthly newsletters; parent workshops, conferences, open forums with administrators, and our web page. The Before- and After-School Care Program responds to the needs of working parents with opening hours of 7:00 to 8:20 a.m. and closing hours up to 6:00 p.m. In addition, the school offers a variety of services to facilitate parental involvement in community activities such as the Girl Scouts and Boy Scouts. The school runs a large volunteer program allowing parents and others to actively participate as appropriate. Miami-Dade County Public Schools has recognized Winston Park Elementary School with the Golden School Award for over twenty years.

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.

Winston Park Elementary School enjoys a collaborative relationship with University of Miami, Barry University, Florida International University, Nova Southeastern University and Miami-Dade Community College. Teachers, serving as supervisors, assist university students by providing them opportunities for infield observations, classroom experiences, as well as formal internships, i.e. final preparation for a teaching degree. Strong business partnerships exist with Publix, IHOP restaurants, Papa John's, Target, Carvel, Hot Wheels, the University of Miami Pediatric Van and the Children's Psychiatric Center. In addition, the principal maintains membership in Chamber South, a local Chamber of Commerce. Community connections include our P.T.A. and an active campus involvement program by the Boy Scouts and Girl Scouts. In addition, involvement with the Winston Park Homeowners, the Kendall Federation of Homeowners, and the West Kendall Optimist Club keeps Winston Park Elementary School committed to the needs of the community. On a broader scale, the staff and students at Winston Park Elementary School are annually involved in the support of the following projects: United Way Student and Employee Campaigns, Make-a-Difference Canned Food Drive, Toys for Tots, Bears for AIDS, Pennies for Patients, Juvenile Diabetes Walk-A-Thon, St. Jude's Leukemia Hospital, and the Ronald McDonald Pop Top and Supply Drive. Since over 85 percent of fifth grade students will attend McMillan Middle School, staff from Winston Park

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Elementary School work closely with McMillan on articulation issues to ensure that entering sixth graders are prepared to be successful in middle school. Quality Before- and After-School Care is provided on a fee waive basis as needed and is reflected in the Winston Park Elementary School Before-School Care/After-School Care proposal.

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 Winston Park Elementary School has fluctuated during the past four years. This year it declined slightly (1 percent). For the last two years, Winston Park Elementary has been graded an "A" school and received state recognition for outstanding achievement based on the A+ Plan's School Recognition Program. The M-DCPS School Board recognized this achievement by presenting the school with the Platinum Award for superior academic achievement. The 2003 FCAT scores indicate that 74% of our students met high standards in Reading, 68% met high standards in Math and 89% met high standards in Writing. In addition, 71% of our students made learning gains in Reading, 70% made learning gains in Math and 74% of the lowest 25% made learning gains in Reading. Winston Park Elementary School has a long-standing record of sustained academic accomplishments and will continue to excel.

3.2 Competitors

This item explores the alternate schools available to students.

The following private schools are within the boundaries of Winston Park Elementary School: Calusa Prep, Good Shepherd Catholic School, Holy Cross Academy and Sunset Prep. Additionally, there is one nearby public charter school, Spiral Tech Elementary, limited by court order to serving 80 students. Winston Park Elementary stands proud among all of these local competitors with a strong traditional academic program supported by a dedicated and well-trained staff.

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.

Winston Park Elementary functions under strong, visible educational and managerial leadership. An Administrative Curriculum Team composed of selected faculty and a Reading Leader, works collaboratively with the administration by maintaining a dynamic dialogue among staff and giving regular feedback to the administration. Teachers are well-trained, state certified, highly motivated and satisfied with their work place. These classroom leaders are the essential ingredients to an effective school because their passion is the instructional program. The School Climate Survey supports all of this information. In addition, the various avenues of communication available to stakeholders (conferences, voice mail, student agendas, newsletters, etc.) significantly enhance opportunities for success for all customers. Concerns are addressed in an open and non-threatening manner evidenced by Administrative phone logs and documented parent/teacher conferences. The Educational Excellence School Advisory Council (EESAC) brings together all stakeholders and gives direction to the school in reference to budget, staff, programs and overall student needs. This combination of school and community working together ensures student success.

3.4 Dynamics

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

The student population at Winston Park Elementary School has remained relatively constant with a one percent fluctuation this year. The school's reputation speaks for itself. The school boundary lines have remained constant; principals have changed every ten years (both changes due to retirement) and over 40 percent of the staff has worked here for over ten years. Opportunities to network with other schools are available through meetings, workshops and conferences. There does not appear to be a viable threat to our reputable program. One area of concern is the transition to middle school. Parents will withdraw from our fifth grade and place their child in the private sector in anticipation of this passage. This concern addressed through a community effort involving multiple stakeholders has resulted in an agenda item to the M-DCPS board requesting a conversion of Winston Park Elementary to a K-8 center.

4. CHALLENGES

4.1 Learning

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

Research clearly indicates that attendance is a key factor in student success. At Winston Park Elementary School attendance has steadily improved during the past five years from 95.80 percent in 1998-1999 to 96.15 percent in 2000-2001, to 96.58 percent in 2001-2002, and 96.78 percent in 2002-2003, placing us in

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

the top 6 percent of elementary schools in Miami-Dade County. Opportunities to recognize achievement are visible by our students (1-5) receiving the Principal's Honor Roll and Academic Honor Rolls. The majority of our fifth graders advance to our feeder middle school and meet with success. Depending on available funds, additional remedial assistance is provided to students by paraprofessionals during the school day. Computer-assisted programs and tutoring during the After School Care Program are provided. Adherence to the Pupil Progression Plan keeps our students functioning within certain parameters and mandates their promotion or not, to the next grade level. Recently, Winston Park Elementary School has confronted the lack of basic skills acquisition and retained and/or referred those students not mastering grade level expectations and not achieving above a level 1 on the Florida Comprehensive Assessment Test.

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.

The School Climate Survey clearly indicates that a positive atmosphere exists at Winston Park Elementary School. Recruiting new teachers is never a problem. Openings are rarely available due to the retention rate of teachers at our school. In six years, only six transfers have occurred: two for a promotion, one for a job change, and three for geographical moves. There are no teachers with out-of-field assignments; all evaluations are currently acceptable and attendance is exceptionally high. The majority of teachers have worked here for 10 years. Any and all professional development opportunities including local, state and national conferences are shared by daily postings, and readily attended by staff. A binder is maintained reflecting the extensive participation of staff in these opportunities. The quality of our educational programs will be evidenced as our staff addresses the teaching and learning competencies as defined in the Professional Assessment and Comprehensive Evaluation System.

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.

Challenges are ever present in a large elementary school such as Winston Park Elementary. In a general overview, the School Climate Survey demonstrates that we continually exceed the district's average in every measured category. Our most pressing issue is fulfilling our technology plan. This would include teacher training, follow-up implementation and the constant need to update computer hardware. A recent QZAB grant impacted this issue immediately by placing teacher workstations in every classroom. The other challenge may be the changing demographics. The socio-economic levels have shown a decline in the past six years. This is supported by the following statistics: in 1998-1999, 42 percent of our students received free, reduced or direct certified lunch money assistance, and in 2002-2003, 51 percent of our students are in receipt of the same. Staff and community are kept informed of this notable change.

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.

After reviewing pertinent data such as School Profile, School Climate Survey, Test Results and Community Demographics, we at Winston Park Elementary School realize we must continue to strengthen our efforts to increase student achievement. The challenge begins with establishing grade level schedules which contain uninterrupted blocks of time for all academic areas and the opportunity for cross grouping. This allows minimally one hour of common collegial planning time for teachers at which time they can address school-wide issues, share best practices, plan units and collaborate. Our test scores indicate that we should remain focused on the basic skills, with particular emphasis on the lower quartile of students. Staff development will focus on applicable in-service activities in the curriculum and on infusing technology as an ever-present challenge.

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.

Winston Park Elementary School has wholeheartedly addressed a stronger Attendance/Tardy Policy by creating a policy statement for all students, sharing it with our parents, posting special charts and offering incentives to students. Parental commitment is essential and will be requested repeatedly. Mandatory Parent Meetings have been established. At these meetings teachers address their expectations for their students/learners, and what parents need to do to join in a partnership. In addition, parent workshops throughout the year addressing FCAT, Accelerated Reader, and Online Data Bases are organized and presented by staff. An ongoing organization of selected faculty members and a reading leader, work collaboratively with the administration to address managerial concerns, curriculum issues, and skills acquisitions needed by grade levels throughout the school.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Winston Park Elementary School will investigate and offer the best available professional development activities that will enhance job related skills for all staff, particularly our teachers. The continued implementation of the PACES (Professional Assessment and Comprehensive Evaluation System) should lead to increased collaborative planning and greater emphasis on student learning and outcome. In addition, a format for ongoing feedback through an Administrative Team consisting of selected faculty members and a reading leader is an exceptional avenue to assess and address curriculum issues, as well as other school-wide issues.

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.

Winston Park Elementary School will continue to offer its faculty professional development activities that will enhance their professional responsibilities. A concentrated emphasis on enhancing teachers' technological skill levels will be on-going. The issue of our slowly changing demographics will be assessed through discussion with staff, the P.T.A., and EESAC. This reality needs to be considered when planning events, field trips, and other activities, which involve a financial commitment from our parents. We will review individual cases as needed and make provisions as 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.

Increased collaboration among all teachers through "block scheduling" and an administrative team consisting of selected staff members will continue to improve our instructional program. Our Reading Leader regularly assists us and maintains our efforts at incorporating reading and writing strategies across the curriculum. The Professional Assessment and Comprehensive Evaluation System will continue to emphasize collegial planning and professional development. The addition of new computers, the in-house e-mail service, and Microsoft 2000 Office software, along with the necessary training, will increase knowledge and skills, which will directly impact pedagogy and student learning.

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 purchasing additional software and or computer programs to supplement the reading and math curricula.

Training:

The EESAC recommended continuing ongoing efforts at providing and/or participating in staff development activities.

Instructional Materials:

The EESAC recommended budgeting allocations to purchase materials necessary to support the instructional program including additional Accelerated Reader software, Brain Child and/or A+ program.

Technology:

The EESAC recommended purchasing one LCD projector, an additional laptop, a studio camera and additional equipment to enhance the delivery of multi-media programs.

Staffing:

The EESAC recommended and supported the continued utilization of funds, if available, to hire hourly paraprofessionals to work with students in the basic academic skills.

Student Support Services:

The EESAC recommended training for prospective parent volunteers and workshops to increase parental awareness and involvement in our academic programs.

School Safety and Discipline:

The EESAC recommended continued support of our Youth Crime Watch and DARE programs.

Other Matters of Resource Allocation:

The EESAC recommended the expenditure of FCAT enhancement dollars for paraprofessionals.

Benchmarking:

The EESAC recommended quarterly assessments in Reading, Writing, Math and Science.

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 | C | B | C |

| 2002-2003 | Reading | Math | Writing | Grade Points |
|---|----------------|-------------|----------------|---------------------|
| % Meeting High Standards | 74 | 68 | 90 | 232 |
| % Making Learning Gains | 71 | 70 | | 141 |
| Adequate Progress of Lowest 25% in the school? | 74 | | | 74 |
| Total School Grade Points | 219 | 138 | 90 | 447 |

| 2001-2002 | Reading | Math | Writing | Grade Points |
|---|----------------|-------------|----------------|---------------------|
| % Meeting High Standards | 72 | 69 | 84 | 225 |
| % Making Learning Gains | 70 | 80 | | 150 |
| Adequate Progress of Lowest 25% in the school? | 79 | | | 79 |
| Total School Grade Points | 221 | 149 | 84 | 454 |

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 | 180 | 310 | 17 | 17 | 34 | 25 | 7 | 180 | 328 | 9 | 18 | 34 | 24 | 14 |
| 2001-2002 | 182 | 304 | 23 | 12 | 32 | 29 | 5 | 182 | 317 | 15 | 14 | 40 | 24 | 7 |
| 2000-2001 | 186 | 295 | | | | | | 186 | 301 | | | | | |

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 | 178 | 313 | 21 | 13 | 33 | 26 | 7 | 178 | 306 | 12 | 34 | 33 | 20 | 1 |
| 2001-2002 | 178 | 310 | 24 | 14 | 27 | 28 | 7 | 178 | 309 | 19 | 20 | 34 | 21 | 6 |
| 2000-2001 | 211 | 298 | 30 | 16 | 28 | 18 | 8 | 213 | 283 | | | | | |
| 1999-2000 | 173 | 296 | 31 | 16 | 29 | 21 | 3 | | | | | | | |
| 1998-1999 | 164 | 304 | 26 | 16 | 33 | 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 | 172 | 294 | 19 | 16 | 41 | 23 | 1 | 172 | 327 | 13 | 29 | 34 | 19 | 5 |
| 2001-2002 | 191 | 286 | 25 | 19 | 36 | 15 | 5 | 191 | 313 | 27 | 27 | 21 | 22 | 4 |
| 2000-2001 | 189 | 286 | | | | | | 189 | 308 | 34 | 28 | 17 | 16 | 5 |
| 1999-2000 | | | | | | | | 170 | 323 | 16 | 32 | 26 | 23 | 2 |
| 1998-1999 | | | | | | | | 172 | 301 | 35 | 31 | 20 | 12 | 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 | 176 | 3.7 | 2 | 0 | 1 | 1 | 19 | 20 | 33 | 13 | 6 | 2 | 1 |
| 2001-2002 | 180 | 3.6 | 2 | 1 | 7 | 3 | 26 | 9 | 32 | 13 | 6 | 1 | 0 |
| 2000-2001 | 209 | 3.4 | 5 | 1 | 6 | 2 | 32 | 13 | 23 | 7 | 8 | 1 | 0 |
| 1999-2000 | 172 | 3 | 2 | 3 | 20 | 9 | 31 | 14 | 13 | 5 | 2 | 1 | 0 |
| 1998-1999 | 164 | 3.3 | 1 | 2 | 9 | 4 | 36 | 18 | 20 | 3 | 4 | 1 | 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 | 87 | 3.6 | 3 | 0 | 1 | 1 | 25 | 25 | 26 | 10 | 5 | 1 | 0 |
| 2001-2002 | 89 | 3.5 | 3 | 0 | 6 | 3 | 30 | 8 | 30 | 10 | 9 | 0 | 0 |
| 2000-2001 | 103 | 3.4 | 3 | 1 | 5 | 0 | 34 | 11 | 29 | 8 | 7 | 1 | 0 |
| 1999-2000 | 88 | 2.9 | 3 | 3 | 23 | 9 | 31 | 10 | 15 | 3 | 0 | 2 | 0 |
| 1998-1999 | 82 | 3.1 | 2 | 2 | 11 | 7 | 35 | 17 | 18 | 4 | 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 | 89 | 3.9 | 1 | 0 | 0 | 0 | 13 | 16 | 39 | 16 | 8 | 3 | 1 |
| 2001-2002 | 91 | 3.6 | 0 | 1 | 9 | 2 | 22 | 10 | 34 | 15 | 3 | 2 | 0 |
| 2000-2001 | 106 | 3.3 | 7 | 1 | 7 | 5 | 30 | 15 | 18 | 7 | 9 | 1 | 0 |
| 1999-2000 | 84 | 3.1 | 1 | 2 | 17 | 8 | 31 | 18 | 12 | 7 | 4 | 0 | 0 |
| 1998-1999 | 82 | 3.4 | 0 | 1 | 7 | 1 | 37 | 20 | 22 | 2 | 5 | 2 | 1 |

School Name: Winston Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results on the 2003 FCAT Test indicate that 74 percent of students have met the state required mastery level, 71 percent have made annual learning gains and 74 percent of students scoring in the lowest 25 percent have made annual learning gains.

Results on the 2003 FCAT Reading Test indicate that 26 percent of students have not met the state required mastery level, 29 percent have not made annual learning gains and 26 percent of students scoring in the lowest 25 percent have not made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students in grades three, four and five, will increase their reading skills as evidenced by 76 percent of students reaching the state required mastery level; and in grades four and five 73 percent making annual learning gains, and 76 percent scoring in the lowest 25 percent making annual learning gains as documented by scores on the 2004 FCAT Reading Test while 31 percent of each subgroup identified in the NCLB requirements will score at or above the state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 76 percent of students in grades three, four and five reach the state required mastery level, if 73 percent in grades four and five make annual learning gains, if 76 percent in grades four and five scoring in the lowest 25 percent make annual learning gains, and if 31 percent of each subgroup identified in the NCLB requirements score at or above the state mastery level.

Evaluation:

This objective will be evaluated by scores on the 2004 FCAT Reading Test. Quarterly reports from the Accelerated Reader Management Program 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: | |
|-------------------|--|-----------------|--|--------|--|
| Armstrong, Loella | | McGrew, Estelle | | | |
| Callaway, Joseph | | Olivera, Maria | | | |
| Johnson, Pat | | Virgin, Noreen | | | |
| Knewitz, Claudia | | | | | |

Action Plan

| STRATEGIES | Persons Responsible (by position) for this Strategy. Asterisk denotes contact person. | School Level Resources Allocated | Timeline | |
|--|---|--|------------|----------|
| | | | Start Date | End Date |
| 1. Continue implementation of the Competency-Based Curriculum, Sunshine State Standards and the Comprehensive Reading Plan. | *Assistant Principal, Administrative Team | Competency Based Curriculum, Sunshine State Standards, Comprehensive Reading Plan, Scott Foresman Reading Series, Serie Lectura Scott Foresman | Sep. '03 | Jun. '04 |
| 2. Develop a schoolwide scope and sequence of the benchmarks that will be assessed quarterly. | *Principal, Administrative Team | Sunshine State Standards, Scott Foresman Reading Series | Sep. '03 | Jun. '04 |
| 3. Develop a schoolwide pilot program for cross-grouping in grades 1-5. | *Principal | School Based Schedules | Sep. '03 | Jun. '04 |
| 4. Continue to monitor reading practices through the use of reading logs in grades kindergarten through five. | *Assistant Principal, Administrative Team | Reading Logs | Sep. '03 | Jun. '04 |
| 5. Conduct small group reading instruction for low scoring students utilizing Computer Curriculum Corporation (SuccessMaker) Reading Component, the Academy of Reading, FCAT Explorer and Assess 2 Learn applications in the classrooms/computer labs. | *Assistant Principal, Reading Leader | CCC Success Maker, Academy of Reading, Internet, Computer Lab | Sep. '03 | Jun. '04 |
| 6. Continue to provide small group instruction via the After School Care FCAT tutorial program to enhance reading gains among low scoring students in grades three through five via America Reads, Intensive Care Unit. | *Principal, Reading Leader | Florida FCAT Reading Coach, Computer Lab, CCC Success Maker, Content Books Collection, Blast Off | Sep. '03 | Jun. '04 |
| 7. Extend the use of Accelerated Reader to kindergarten, and continue usage with grades one through five. | *Principal, Media Specialist, Micro-systems Technician | Accelerated Reader | Oct. '03 | Jun. '04 |
| 8. Provide AR books in Spanish to increase the reading comprehension skills of LEP students. | *Assistant Principal | AR Books/Tests, Computer Lab, Classroom Computers, Media Center | Sep. '03 | Jun. '04 |
| 9. Implement a literature discussion group (Readers of the Round Table), for those higher scoring students who did not demonstrate acceptable levels of learning gains. (Document with AR Literacy Skills tests.) | *Assistant Principal, Media Specialist, (Language Arts Team) | Scott Foresman Reading Series, Accelerated Reader, Media Center | Oct. '03 | Jun. '04 |
| 10. Provide on-site professional development activities related to the teaching of reading, e.g. CRISS, Brainchild, Academy of Reading. | *Assistant Principal, Reading Leader | CRISS Manual, Brain Child, Academy of Reading, Computer Labs | Sep. '03 | Jun. '04 |

Action Plan

| STRATEGIES | Persons Responsible (by position) for this Strategy. Asterisk denotes contact person. | School Level Resources Allocated | Timeline | |
|--|--|--|-------------------|-----------------|
| | | | Start Date | End Date |
| 11 . Provide training for parent/community volunteers to assist with small group instruction. | *Principal | Competency-Based Curriculum, Sunshine State Standards, Classroom Computers | Sep. '03 | Jun. '04 |
| 12 . Schedule teacher- conducted workshops to familiarize parents with reading applications such as FCAT Explorer available online to support acquisition of SSS skills at home. | *Principal, Language Arts Team | Internet, Computer Labs | Oct. '03 | Jun. '04 |
| 13 . Continue to implement a schoolwide incentive driven attendance policy to increase instructional time on task and reinforce work ethics. | *Principal, School Counselor | P.T.A. Incentives, Monthly Newsletter, School Agendas | 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: Winston Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results on the 2003 FCAT Writing Test indicate that 90 percent of students have met high standards in writing.

Results on the 2003 FCAT Writing Test indicate that 10 percent of students have not met high standards in writing.

Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 92 percent of students reaching high standards in writing as documented by scores on the 2004 FCAT Writing Test, while demonstrating improved performance by one percent as identified in the NCLB requirements.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 92 percent of students in grade four meet high standards on the FCAT Writing Test, and if each subgroup identified in the NCLB requirements improve their performance by one percent.

Evaluation:

This objective will be evaluated by scores on the 2004 FCAT Writing Test. Quarterly reviews of student writing scores as recorded on teachers' logs will provide formative assessment.

SAC members involved in the development of this objective:

| Names: | | Names: | | Names: | |
|-------------------|--|-----------------|--|--------|--|
| Armstrong, Loella | | McGrew, Estelle | | | |
| Callaway, Joseph | | Olivera, Maria | | | |
| Johnson, Pat | | | | | |
| Knewitz, Claudia | | | | | |

Action Plan

| STRATEGIES | Persons Responsible (by position) for this Strategy. Asterisk denotes contact person. | School Level Resources Allocated | Timeline | |
|---|---|--|------------|----------|
| | | | Start Date | End Date |
| 1 . Continue implementation of the Competency-Based Curriculum, Sunshine State Standards and the Writing Across the Curriculum Program to demonstrate and apply writing skills. | *Assistant Principal, Administrative Team | Competency-Based Curriculum, Sunshine State Standards, Comprehensive Reading Plan, Scott Foresman Reading Series, Serie Lectura Scott Foresman | Sep. '03 | Jun. '04 |
| 2 . Develop and utilize bi-monthly prompts (narrative and expository) at each grade level to be scored using a writing rubric and recorded on teachers' logs. | *Assistant Principal, Language Arts Team, Writing Coaches | Writing Prompts, (Write Time for Kids) | Sep. '03 | Jun. '04 |
| 3 . Coordinate and collaborate lessons at the grade level which demonstrate formal writing instruction on a bi-monthly basis. | *Assistant Principal, Reading Leader, Language Arts Team | Grade Level Planning, Scott Foresman Reading Series | Sep. '03 | Jun. '04 |
| 4 . Continue to provide small group instruction via classroom settings and the After School Care FCAT Tutorial Program to enhance writing gains among low scoring students. | *Principal, Reading Leader | Write Time for Kids, The Student Writer's Workshop, Computer Lab, FCAT Coach, Blast Off | Sep. '03 | Jun. '04 |
| 5 . Create a cadre of teachers to serve as "Writing Coaches" to support and monitor the instructional program in writing and to model writing lessons. | *Principal, Reading Leader, Language Arts Team, Writing Coaches | Model Writing Lessons | Sep. '03 | Jun. '04 |
| 6 . Sponsor a Language Arts Fair to increase parental awareness of effective writing skills. | *Principal, Reading Leader, Administrative Team | Media Center | Feb. '03 | Jun. '04 |
| 7 . Establish an incentive program which recognizes Writer of the Month to be featured on morning announcements. | *Principal | PTA Incentives, WPWN T.V. Studio | Sep. '03 | Jun. '04 |
| 8 . Continue to implement a schoolwide incentive driven attendance policy to increase instruction time on task and reinforce work ethics. | *Principal, School Counselor | P.T.A. Incentives, Dade Partners' Incentives, Monthly Newsletter, School Agendas | 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: Winston Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results on the 2003 FCAT Mathematics Test indicate that 68 percent of students have met the state required mastery level and that 70 percent have made annual learning gains.

Results on the 2003 FCAT Mathematics Test indicate that 32 percent of students have not met the state required mastery level and that 30 percent have not made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students in grades three, four and five will increase their mathematics skills as evidenced by 70 percent reaching the state required mastery level; and in grades four and five, 72 percent making annual learning gains as documented by scores on the 2004 FCAT Mathematics Test while 38 percent of each subgroup identified in the NCLB Act requirements will score at or above state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 70 percent of students in grades three, four, and five reach the state required mastery level, if 72 percent in grades four and five make annual learning gains, and if 38 percent of each subgroup identified in the NCLB Act requirements will score at or above state mastery level.

Evaluation:

This objective will be evaluated by scores on the 2004 FCAT Mathematics Test. The District FCAT Pre- and Post Test 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: | |
|------------------|--|--------------|--|--------|--|
| Acosta, Rosalie | | Maer, Sherry | | | |
| Balart, Jose | | Nieves, Jose | | | |
| Butler, Ruby | | | | | |
| Guzman, Victoria | | | | | |

Action Plan

| STRATEGIES | Persons Responsible (by position) for this Strategy. Asterisk denotes contact person. | School Level Resources Allocated | Timeline | |
|---|---|--|------------|----------|
| | | | Start Date | End Date |
| 1 . Continue implementation of the grade level mathematics Competency-Based Curriculum and the Comprehensive Math and Science Plan. | *Assistant Principal, Administrative Team | Competency-Based Curriculum, Sunshine State Standards, Comprehensive Math and Science Plan, Scott Foresman/ Addison Wesley Math Series | Sep. '03 | Jun. '04 |
| 2 . Develop by grade level a scope and sequence teaching the 5 strands each nine weeks as part of the Comprehensive Math and Science Plan. | *Assistant Principal, Administrative Team, Math Team | Competency-Based Curriculum, Sunshine State Standards, Comprehensive Math and Science Plan, Scott Foresman/ Addison Wesley Math Series | Sep. '03 | Jun. '04 |
| 3 . Implement a pilot math program for selected gifted students in grades 2-5. | *Principal | Competency-Based Curriculum, Sunshine State Standards, Comprehensive Math and Science Plan, Scott Foresman/Addison Wesley Math Series | Sep. '03 | Jun. '04 |
| 4 . Integrate advanced technological resources including Windows on Math Investigations into mathematics instruction. | *Assistant Principal, Math Team Chairperson | Windows on Math Investigations, Instructional Improvement Team Plans | Sep. '03 | Jun. '04 |
| 5 . Use the Computer Curriculum Corporation "SuccessMaker" mathematics component and After School Tutorial to individualize math instruction for those students in grades 4-5 who scored at or below FCAT level 2. | *Assistant Principal | CCC SuccessMaker, After School Achievers Kit, Math to Know Handbook, Math to Learn Handbook | Sep. '03 | Jun. '04 |
| 6 . Increase effective metacognitive teaching strategies (Calendar Math) to more adequately address the needs of students in grades 3-5 who did not meet high standards or demonstrate acceptable levels of learning gains on the 2003 FCAT and for those students in grade 3 who scored at or below the SAT 30th percentile. | *Assistant Principal, Math Team Chairperson | Every Day Counts Calendar Math, Windows on Math Investigations, Building Critical Thinking Skills, Chess Club, AEP, SECME | Sep. '03 | Jun. '04 |
| 7 . Provide additional remediation assistance to students with disabilities through selected computer assisted programs on a daily basis. | *Assistant Principal | Computer Labs, Riverdeep | Sep. '03 | Jun. '04 |
| 8 . Provide professional development including model lessons for all math teachers in using innovative mathematics instruction to increase use of manipulatives and to enhance the mathematics curriculum. | *Principal, Math Team Chairperson | Instructional Improvement Team Plans, Division of Mathematics and Science Education Handouts, Manipulatives | 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 |
| 9. Conduct workshops to increase parental awareness of available Internet resources, i.e. FCAT Explorer, Riverdeep, that support acquisition of SSS skills at home. | *Principal, Administrative Team | Computer Labs, Internet | Sep. '03 | Jun. '04 |
| 10. Continue to implement a schoolwide incentive driven attendance policy to increase instructional time on task and reinforce work ethics. | *Principal, School Counselor | P.T.A. Incentives, Dade Partners' Incentives, Monthly Newsletter, School Agendas | 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: Winston Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Writing

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Scores on the District Writing Pre- and Post- Tests indicate 34 percent increase in the average score of students in grades K-3, as documented in teacher logs.

Scores on the District Writing Pre- and Post- Tests indicate 12 percent of students in grade three had no increases in scores.

Objective

Given an increase in schoolwide writing instruction through the use of Writing Across the Curriculum and increased practice responding to bi-monthly writing prompts, students in grades kindergarten to grade three will increase their writing skills as evidenced by a 35 percent increase in the average score as measured by the District FCAT writing pre-test administered in September 2003 compared to the District writing post-test administered in May 2004.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if the students in kindergarten to grade three demonstrate a 35 percent increase in the average score as measured by the District FCAT writing post-test administered in May 2004.

Evaluation:

This objective will be evaluated by scores on District FCAT writing post-test administered in May 2004. Quarterly reviews of student writing scores as recorded on teacher's logs will provide formative assessment to monitor progress toward the objective.

SAC members involved in the development of this objective:

| Names: | Names: | Names: |
|------------------|--------|--------|
| Johnson, Pat | | |
| Knewitz, Claudia | | |
| McGrew, Estelle | | |
| Olivera, Maria | | |

Action Plan

| STRATEGIES | Persons Responsible (by position) for this Strategy. Asterisk denotes contact person. | School Level Resources Allocated | Timeline | |
|--|---|---|------------|----------|
| | | | Start Date | End Date |
| 1. Continue implementation of the Competency-Based Curriculum, Sunshine State Standards and the Writing Across the Curriculum Program to demonstrate and apply writing skills. | *Assistant Principal Administrative Team | Competency-Based Curriculum, Sunshine State Standards, Comprehensive Reading Plan, Scott Foresman Reading Series, Serie Lectura Scott Foresman | Sep. '03 | Jun. '04 |
| 2. Develop and utilize bi-monthly prompts (narrative and expository) at each grade level to be scored using a writing rubric and recorded on teachers' logs. | *Assistant Principal, Language Arts Team, Writing Coaches | Writing Prompts, (Write Time for Kids) | Sep. '03 | Jun. '04 |
| 3. Coordinate and collaborate lessons at the grade level which demonstrate formal writing instruction on a bi-monthly basis. | *Assistant Principal, reading Leader, Language Arts Team | Grade Level Planning, Scott Foresman Reading Series | Sep. '03 | Jun. '04 |
| 4. Continue to provide small group instruction via classroom settings and the After School Care FCAT Tutorial Program to enhance writing gains among low scoring students | *Principal, Reading Leader | Write Time for Kids, The Student Writer's Workshop, Computer Lab, FCAT Coach, Blast Off | Sep. '03 | Jun. '04 |
| 5. Create a cadre of teachers to serve as "Writing Coaches" to support and monitor the instructional program in writing and to model writing lessons. | *Principal, Reading Leader, Language Arts Team, Writing Coaches | Model Writing Lessons | Sep. '03 | Jun. '04 |
| 6. Sponsor a Language Arts Fair to increase parental awareness of effective writing skills. | *Principal, Reading Leader, Administrative Team | Scott Foresman Reading Series | Sep. '03 | Jun. '04 |
| 7. Establish an incentive program which recognizes writer of the month to be featured on morning announcements. | *Principal | PTA Incentives, WPWN T.V. Studio | Sep. '03 | Jun. '04 |
| 8. Continue to implement a schoolwide incentive driven attendance policy to increase instructional time on task and reinforce work ethics. | *Principal, School Counselor | P.T.A. Incentives, Dade Partners' Incentives, Monthly Newsletter, School Agendas | 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: Winston Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 5 : Science

Aligns with District Goal # 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Scores on the site-developed science pre- and post-tests indicate a 23 percent increase in the average score of students in grades two through five, as documented in teachers' logs.

Scores on the site-developed science pre- and post-tests indicate that eight percent of students in grades two through five had no increase in scores.

Objective

Given instruction using the Sunshine State Standards students in grades two through five will increase their science skills as evidenced by a 23 percent increase in the average score as measured by a site-developed pre-test administered in the fall of 2003 compared to a post-test administered in the spring of 2004 and documented in teachers' logs.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if there is a 24 percent increase in the average score on the site-developed post test as documented in teachers' logs.

Evaluation:

This objective will be evaluated by the post test scores of the site-developed science test. Site-developed quarterly tests 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: | |
|------------------|--|--------------|--|--------|--|
| Acosta, Rosalie | | Maer, Sherry | | | |
| Balart, Jose | | Nieves, Jose | | | |
| Butler, Ruby | | | | | |
| Guzman, Victoria | | | | | |

Action Plan

| STRATEGIES | Persons Responsible (by position) for this Strategy. Asterisk denotes contact person. | School Level Resources Allocated | Timeline | |
|--|---|--|------------|----------|
| | | | Start Date | End Date |
| 1. Continue implementation of the grade level science Competency-Based Curriculum and the Comprehensive Mathematics and Science Plan. | *Assistant Principal, Administrative Team | Competency-Based Curriculum, Sunshine State Standards, Comprehensive Math and Science Plan, Harcourt Brace Science Series | Sep. '03 | Jun. '04 |
| 2. Coordinate the organization and implementation of a science scope and sequence on a quarterly basis. | *Assistant Principal, Science Team, Administrative Team | Science Grade Level Expectations, Science Scope and Sequence | Sep. '03 | Jun. '04 |
| 3. Implement a monthly investigation that emphasizes the scientific method. | *Principal | Harcourt Science Grade Level Science Kits, FOSS Kits, Science Dailies Program in Grade 5 | Sep. '03 | Jun. '04 |
| 4. Provide demonstrations on closed-circuit TV on a monthly basis. | *Principal | WPWN T.V. Studio, Harcourt Science Grade Level Kits, Foss Kits. | Sep. '03 | Jun. '04 |
| 5. Increase teacher science content knowledge and use of effective instructional strategies by providing professional development opportunities, organizing and implementing Lessons in Science using the scientific method. | *Principal, Science Team | Grade Level Plans, Sciencesaurus Handbook, Internet | Sep. '03 | Jun. '04 |
| 6. Continue to provide an after-school Academic Excellence Program, and initiate SECME, to emphase higher order thinking skills through hands-on science activities. | *Principal, | Academic Excellence Plan, Advanced Academics SECME Program, Chess Sets, Harcourt Science Grade Level Science Kits, Foss Kits | Sep. '03 | Jun. '03 |
| 7. Provide parents with information that will enable them to become actively involved in their child's school science education along with increasing parental awareness of Sunshine State Standards. | *Principal, Science Team | FANS Parent Workshop Handouts, AIDS Parent Handouts | Sep. '03 | Jun. '04 |
| 8. Continue to implement a schoolwide incentive driven attendance policy to increase instructional time on task and reinforce work ethics. | *Principal, School Counselor | P.T.A. Incentives, Dade Partners' Incentives, Monthly Newsletter, School Agendas | 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: 15 Yes Administrators: 0 Others: 0 | |
| <i>Scott Foresman Reading</i> | Teachers: 94 No Administrators: 100 Others: 0 | |
| <i>DECA Training</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Guided Reading</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>O.W.L. Workshop</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>Project O.W.L.</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>High Scope/Bell</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>FCAT Staff Development</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Reading Standards</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Project B.E.A.R. Training</i> | Teachers: 3 No Administrators: 0 Others: 0 | |

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|--|--|----------------|
| <i>Palm Pilots for LAP-D Instrument Training</i> | Teachers: 3 Administrators: 0 Others: 0 | Yes |
| <i>DRA Training</i> | Teachers: 3 Administrators: 0 Others: 0 | No |
| <i>Safari Kit Training/ICU</i> | Teachers: 3 Administrators: 0 Others: 0 | No |
| <i>High Scope/ Bell After School</i> | Teachers: 3 Administrators: 0 Others: 0 | No |
| <i>Reading Leader Staff Development</i> | Teachers: 3 Administrators: 0 Others: 0 | No |
| <i>Reading Standards</i> | Teachers: 3 Administrators: 0 Others: 0 | No |
| <i>Development Reading Assessment</i> | Teachers: 94 Administrators: 100 Others: 0 | No |
| <i>Accelerated Reader/STAR Training</i> | Teachers: 3 Administrators: 0 Others: 0 | No |
| <i>First Grade B.E.A.R. Training</i> | Teachers: 3 Administrators: 0 Others: 0 | No |
| <i>Reading Assessment and the LEP Child</i> | Teachers: 3 Administrators: 0 Others: 0 | Yes |
| <i>Reading Leader Staff Development</i> | Teachers: 3 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>Dade Reading Council Workshop</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>FCAT Explorer Workshop</i> | Teachers: 6 Yes Administrators: 0 Others: 0 | |
| <i>Reading Leader Staff Development Second Semester</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Portfolio Guidelines for Third Grade</i> | Teachers: 6 Yes Administrators: 100 Others: 0 | |
| <i>CRISS Inservice</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>Reading Leader End of Year Meeting</i> | Teachers: 3 No Administrators: 50 Others: 0 | |
| <i>SPP Training</i> | Teachers: 100 Yes Administrators: 100 Others: 0 | |

Provided or in Progress in the Area of Writing Instruction

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|-------------------------------|---|----------------|
| <i>Scott Foresman</i> | Teachers: 94 No Administrators: 100 Others: 0 | |
| <i>FCAT Staff Development</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Writing Instruction

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|---------------------------|---------------------|----------------|
| <i>SPP Training</i> | Teachers: 100 | Yes |
| | Administrators: 100 | |
| | Others: 0 | |
| <i>Language Arts Fair</i> | Teachers: 100 | Yes |
| | Administrators: 0 | |
| | Others: 0 | |

Provided or in Progress in the Area of Mathematics Instruction

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|--|--------------------|----------------|
| <i>IIT Update Meeting</i> | Teachers: 3 | Yes |
| | Administrators: 50 | |
| | Others: 0 | |
| <i>Children with Disabilities</i> | Teachers: 3 | Yes |
| | Administrators: 0 | |
| | Others: 0 | |
| <i>FCAT Staff Dvelopment</i> | Teachers: 3 | Yes |
| | Administrators: 0 | |
| | Others: 0 | |
| <i>Math Pilot Project Training</i> | Teachers: 3 | No |
| | Administrators: 0 | |
| | Others: 0 | |
| <i>Math/Science Mini-Conference</i> | Teachers: 15 | Yes |
| | Administrators: 0 | |
| | Others: 0 | |
| <i>Math and Science Inservice</i> | Teachers: 6 | Yes |
| | Administrators: 0 | |
| | Others: 0 | |
| <i>Math/Science Elementary Lead Training</i> | Teachers: 6 | Yes |
| | Administrators: 0 | |
| | Others: 0 | |

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Mathematics Instruction

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|--|---|----------------|
| <i>Every Day Counts Workshop</i> | Teachers: 32 Yes Administrators: 100 Others: 0 | |
| <i>FCAT Explorer Workshop</i> | Teachers: 6 Yes Administrators: 50 Others: 0 | |
| <i>Palm Pilots for LAP-D Instrument Training</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>SPP Training</i> | Teachers: 100 Yes Administrators: 100 Others: 0 | |

Provided or in Progress in the Area of Science Instruction

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|-----------------------------------|--|----------------|
| <i>IIT Update Meeting</i> | Teachers: 3 Yes Administrators: 50 Others: 0 | |
| <i>Children with Disabilities</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>FCAT Staff Development</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>Environmental Studies</i> | Teachers: 6 Yes Administrators: 0 Others: 0 | |
| <i>Science Inservice</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|---|---|----------------|
| <i>Science FCAT Resource Guide</i> | Teachers: 15 Yes Administrators: 0 Others: 0 | |
| <i>Science FCAT K-2</i> | Teachers: 3 Yes Administrators: 100 Others: 0 | |
| <i>Math/Science Mini-Conference</i> | Teachers: 15 Yes Administrators: 0 Others: 0 | |
| <i>Math and Science Inservice</i> | Teachers: 6 Yes Administrators: 0 Others: 0 | |
| <i>The Nature of Matter and Inquiry</i> | Teachers: 35 Yes Administrators: 50 Others: 0 | |
| <i>Math/Science Elementary Lead Teachers' Meeting</i> | Teachers: 6 Yes Administrators: 0 Others: 0 | |

Other Professional Development Provided or in Progress

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|--|---|----------------|
| <i>New Teacher Orientation</i> | Teachers: 6 No Administrators: 0 Others: 0 | |
| <i>PK Opening of School</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>ACCESS Center 6 Counselors' Meeting</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|---|---|----------------|
| <i>Sterling Inservice</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Fall Media Specialist Meeting</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>Arts for Learning Training</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Training for Library Media</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>All Schools All Schools Initiative</i> | Teachers: 12 Yes Administrators: 50 Others: 0 | |
| <i>Instructional Technology</i> | Teachers: 29 Yes Administrators: 0 Others: 0 | |
| <i>Subsidized Child Training</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>SPP Staff Development</i> | Teachers: 6 Yes Administrators: 50 Others: 0 | |
| <i>School Age Child Child</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Educational Program</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>Student Refugee Issues</i> | Teachers: 6 Yes Administrators: 0 Others: 0 | |

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|--|--|----------------|
| <i>Training for ESOL Placement Test</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>TEC Leader Conference</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Reading First Grant</i> | Teachers: 3 No Administrators: 50 Others: 0 | |
| <i>FITNESSGRAM Testing Program</i> | Teachers: 6 No Administrators: 0 Others: 0 | |
| <i>Dreamweaver Training</i> | Teachers: 12 Yes Administrators: 0 Others: 0 | |
| <i>Inspiring Creativity through Content Area</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>ESE District-wide Meeting</i> | Teachers: 9 Yes Administrators: 50 Others: 0 | |
| <i>FETC 2003</i> | Teachers: 6 No Administrators: 0 Others: 0 | |
| <i>Indoor Activities Workshop</i> | Teachers: 6 No Administrators: 0 Others: 0 | |
| <i>Portfolios in the AEP</i> | Teachers: 6 No Administrators: 0 Others: 0 | |
| <i>Higher-order Thinking Skills Workshop</i> | Teachers: 9 No Administrators: 0 Others: 0 | |

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

| TRAINING | PERCENT TRAINED | OTHER TRAINING |
|---|---|----------------|
| <i>Line Dancing Workshop</i> | Teachers: 6 No Administrators: 0 Others: 0 | |
| <i>Understanding Intelligence</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>IBM-Reinventing Educations Teacher Evaluation</i> | Teachers: 6 No Administrators: 0 Others: 0 | |
| <i>After School Care Meeting</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Elementary Golf Workshop</i> | Teachers: 6 No Administrators: 0 Others: 0 | |
| <i>Elementary Counselors' Meeting</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>Transition to Kindergarten ACCESS Center Meeting</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |
| <i>Crayons to Computers</i> | Teachers: 6 No Administrators: 0 Others: 0 | |
| <i>Matrix of Services Workshop</i> | Teachers: 6 Yes Administrators: 0 Others: 0 | |
| <i>Student/Career Services' Workshop</i> | Teachers: 3 No Administrators: 0 Others: 0 | |
| <i>The 11th Annual Sterling Conference</i> | Teachers: 3 Yes Administrators: 0 Others: 0 | |

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.