

School Name and Number : 6211 - Glades Middle School

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# School Performance Excellence Plan

Principal: Ricardo Rodriguez

Telephone #: (305) 271-3342

High School Feeder Pattern: 7361 - Miami Killian Senior

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ACCESS Center Five

Board District #: 6 - Mr. Agustin J. Barrera

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## 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: 6211 - Glades Middle School

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

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

VISION: The entire staff at Glades Middle School creates a community of lifelong learners who are able to grasp classical thought, discuss ideas at a high level of understanding, and who become contributing citizens in our society through the mindful application of critical thinking and writing skills.

MISSION: Glades Middle School provides access to a liberal arts curriculum that focuses on the Socratic method, interdisciplinary themes, and the development of the whole child.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

## School Profile/ Needs Assessment:

### EXECUTIVE SUMMARY

#### Glades Middle School

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The Glades Middle School community seeks to empower students through a curriculum of academic and technological support that will enable them to meet the choices and challenges of the 21st century. Glades Middle School is a suburban middle school with a diverse enrollment of 1549 students; 75% Hispanic, 18% White, 3% Black, and 4% Asian/Native American/Multiracial, in grades sixth through eighth. Thirty-six percent of our students at Glades Middle School are on free or reduced meals. At this time, new programs and concepts have been implemented which include increased number of high school courses offered on campus, Paideia seminars that focus on developing higher level thinking skills, double blocking of students experiencing reading and mathematics difficulties, increased staff development, and implementation of the Comprehensive Reading Plan. In addition, dropout prevention is addressed through an alternative education program for all grade levels.

The Glades Middle School community has carefully reviewed data and trends including School Performance Excellence Plan 2002-2003 EXPLORE Summary Report, test results from the Florida Comprehensive Assessment Test (FCAT) in Reading, Writing and Mathematics. The school's needs were reviewed as they relate to Florida's System of School Improvement and Accountability in Miami-Dade County Public Schools. As a result, the Glades Middle School community, represented by the Educational Excellence School Advisory Council, identified the following goals and objectives for the School Improvement Plan 2003-2004.

Given instruction using Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by a maintenance of or a 2 percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2004 administration of the FCAT Reading, while 31% of each subgroup identified in the NCLB requirements will score at State mastery level in the reading test.

Given instruction using the Sunshine State Standards, eighth grade students will maintain their writing skills as evidenced by 90 percent of students reaching the state required mastery level as documented by an in-house pre and post site author test.

Given instruction using Sunshine State Standards, students in grades six through eight will improve their mathematic skills as evidenced by a maintenance of or a 2 percentage point increase in the percentage of students scoring FCAT Achievement level 3 or higher on the 2004 administration of the FCAT Math, while 38% of each subgroup identified in the NCLB requirements will score at State Mastery level in the mathematics test.

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by an increase of 2 percent of students scoring at or above the District mean scale score as documented by scores of the 2004 FCAT Science Test, as compared to the 2003 FCAT Science Test.

Given instruction using the Sunshine State Standards, students will maintain or improve their mastery of challenging academic content as evidenced by 2 percent increase of students enrolled in advanced academic classes when percentages from 2003 are compared to 2004 as documented by the master schedule report.

Through the incorporation of staff development, curriculum initiatives, technology, and an after-school tutoring program, the Glades Middle School community, in keeping with its School Performance Excellence Plan goals, seeks to develop students who will learn and grow in a wholesome, supportive learning environment that prepares them for the choices and challenges of the 21st century.

## 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:

Glades Middle School provides services to standard curriculum students in grades six through eight based on the Competency-Based Curriculum, the Sunshine State Standards and the Paideia Liberal Arts philosophy. Additionally the school offers Exceptional Student Education and Bilingual programs. Instruction is provided in traditional classroom settings, as well as computer and science labs. Methods of instruction include the use of FCAT strategies, CRISS, and Paideia seminars enhanced with an interdisciplinary approach. An after-school Academic Enrichment Tutorial Program is offered as a community service.

Student Services:

Additional services are provided to students through the trust counselor targeting those students that may need assistance in non curricular areas.

##### 1.2 Culture

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

Vision:

The entire staff at Glades Middle School creates a community of lifelong learners who are able to grasp classical thought, discuss ideas at a high level of understanding, and who become contributing citizens in our society through the mindful application of critical thinking and writing skills.

Mission:

Glades Middle School provides access to a liberal arts curriculum that focuses on the Socratic method, interdisciplinary themes, and the development of the whole child.

Core Values:

The entire staff at Glades Middle School creates a community of lifelong learners who are able to grasp classical thought, discuss ideas at a high level of understanding, and who become contributing citizens in our society through the mindful application of critical thinking and writing skills.

Glades Middle School provides access to a liberal arts curriculum that focuses on the Socratic method, interdisciplinary themes, and the development of the whole child.

Glades Middle School is guided by the belief that all children can learn, all deserve the same quality of education, and that all schooling should utilize three modes of instruction: didactic, coaching, and Socratic teaching. We believe in the importance of developing the whole child through actively encouraging participation in the Arts, physical education, School-To-Career activities, and productive citizenship training. Finally, we believe that effectively engaging parents and families in the education of their children will improve their chances for success.

##### 1.3 Human Resources

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

This school is comprised of a diverse staff of sixty-seven teachers, five counselors, four administrators, one media specialist, and forty additional support

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

personnel. Of this group, thirty hold advanced degrees, while eleven are currently enrolled in graduate programs or postgraduate coursework. Of the teaching staff, less than eleven percent are teachers new to the school, with the average length of time teaching in Florida at seven years.

#### **1.4 Building Resources**

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

Glades Middle School is located on 17.24 acres in a southwest Miami-Dade County residential neighborhood at 9451 SW 64 Street. The campus contains a two-story main building built in 1963, The Thelma Morgan Science Annex built in 2001, and 13 relocatables. The new science annex houses state-of-the-art laboratory facilities and the school has been wired to provide closed-circuit television and Internet access throughout most of the building. New equipment and refurbished locker rooms support both the athletic and band programs. A 450 seat auditorium serves as a stage for school assemblies and performances as well as a community hurricane shelter. The school campus also contains four lighted baseball fields that are shared by a community Khoury League.

#### **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.*

Glades Middle School serves 1545 students from the surrounding neighborhood, including standard curriculum students (60%), Exceptional Student Education (ESE) students (28%), English Speakers Of Other Languages (ESOL) students (8%), and economically disadvantaged students (48%). The ethnic/racial makeup of the student population is 4% Asian/Native American/Multiracial, 3% Black, 75% Hispanic, and 18% White. The mobility rate is approximately 19%.

To respond to the growing numbers of ESOL and Limited English Proficiency (LEP) students class sizes have been reduced in the eighth grade language arts classes and special tutoring is offered in an after-school program. Additionally, an ESOL computer lab was initiated in 2002-2003. An extensive interscholastic sports program and an abundance of extracurricular academic activities provide opportunities for success and growth for students of all levels of need and experience.

#### **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.*

Glades Middle School has maintained a high level of parent participation and volunteerism, evidenced by earning the Golden School Award for the past several years. The PTSA is active in many fund-raising activities throughout the year and often provides financial assistance to our disadvantaged students in the form of school uniforms and field trip opportunities. Additional opportunities for stakeholder participation in school decision-making are provided by the Educational Excellence School Advisory Council that helps develop and implement the SPEP annually. The school continues to provide after-school care and tutorial services for those in need.

#### **2.3 Human Resources**

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

Please refer to Staff Development (Appendix C).

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

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

Glades Middle School enjoys many community partnerships. Thirteen area businesses have agreed to participate as a Dade partner, including Papa Johns'

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

Pizza, Publix Supermarkets, and the Coca-Cola Company. These three Dade Partners have made notable contributions toward both teacher and student recognition awards, supported the athletic department, assisted Glades with various fund raising activities, and even provided job shadowing opportunities for students.

Glades Middle School also maintains a collaborative relationship with three local universities: Barry, Florida International, and the University of Miami. University students provide reading remediation and tutoring for students in need, while interns are supervised by Glades teachers throughout the year. This program has proved to be beneficial to both the students in need of one-on-one instruction and the university students who aspire to become effective teachers.

The student services department at Glades Middle School believes in the importance of a timely articulation with not only the eight feeder elementary schools, but also the two high schools that receive our graduating eighth graders. Proper scheduling is carefully planned and meetings are held to discuss the needs and concerns of both students and parents. Teachers from Glades and the high schools collaborate in developing the scope and sequence of core curricula courses and also discuss textbook selection. This process ensures a more successful pupil progression.

### 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 Glades Middle School, remaining steady for many years, has recently demonstrated a gradual increase, especially in the past year. This may be attributed to the fact that Glades was recognized by the Florida Department of Education as an "A" school for three consecutive years. Glades Middle School is also recognized in the area as having an outstanding Band Program and ESE Department, as well as an overall high-quality staff and curricular program. In addition, Glades has earned the Golden School Award for outstanding parent involvement and participation, another indicator of an effective school. Glades also earned high recognition in receiving the Five-Star School Award in 2002 and 2003.

#### **3.2 Competitors**

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

Although there are several private elementary schools within or close to the boundaries of Glades Middle School, there are only two private schools at the middle school level. These include Atlantis Academy Inc. and Sunset Preparatory School. There are no charter schools in the area, however there are two magnet schools, South Miami Middle and Southwood Middle, that offer students a choice in the area of Visual and Performing Arts. These schools however, have a very minimal impact on enrollment at Glades.

#### **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.*

Glades Middle School functions successfully with a multi-faceted system of leadership. This system consists of four levels of leadership: the administrative staff, the Academic Department Chairpersons, the grade-level Team Leaders, and the Educational Excellence School Advisory Council. These leadership groups meet on a regular basis to facilitate overall school operations, curriculum matters, student services and activities, while ensuring the representative input from all stakeholder groups in school decision-making.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **3.4 Dynamics**

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

Glades Middle School staff is aware that Students with Disabilities and Limited English Proficient did not meet adequately yearly progress in the areas of Reading and Mathematics; and the Black subgroup did not meet adequate yearly progress in the area of Mathematics. We know that this could affect our mission attainment and future success. In order to target the subgroups that did not meet adequate yearly progress and address this new challenge we are identifying the students and enrolling them in remedial reading and math classes along with a Saturday Tutorial Program. In addition, students with disabilities reading needs are also being met with the Read 180 program which addresses reading comprehension.

## **4. CHALLENGES**

#### **4.1 Learning**

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

Issues that could present a challenge to student learning at Glades Middle School are that special needs student subgroups such as LEP, SWD, and Black students did not meet adequate yearly progress. Parent conferences are now held in two languages, with translation into English and Spanish in order to communicate with the LEP child's parents and a Saturday School Tutorial Program has been implemented to reinforce areas in Reading, Writing and Mathematics.

Glades Middle School, built in 1963, is also facing the need to continually update school technology to keep pace with the instructional opportunities offered by newer schools.

#### **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.*

Glades Middle School has a diverse and well-qualified faculty. Attendance is at 96% and many have advanced degrees or are currently working on graduate coursework. Teachers have been given many opportunities for personal development and professional growth. The climate survey indicates that 89% of the staff believes that students are getting a good education at Glades.

Our greatest challenge may be the ongoing training of teachers in the following areas: strategies for teaching mainstreamed ESE students, i.e., the autistic child; methods for conducting Paideia seminars and higher order questioning.

#### **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.*

Glades Middle School has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are: increased influx of immigrant students, decreased funding from the state (impacting class size issues), access to new technology, and building maintenance and renewal.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **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.*

Glades Middle School identified two issues concerning challenges in process improvement. Among these are student scores on the FCAT reading test indicating 28% of students scoring at FCAT achievement Level 1, and a lag time in receiving test scores that delay analysis and interpretation that would assist in strategic planning.

## **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.*

The Saturday School Tutorial program implemented at Glades Middle School will be offered to all LEP, SWD and Black students emphasizing remediation in the Competency Based Curriculum and the Sunshine State Standards.

LEP, SWD and Black students will be enrolled in a remedial Reading and Mathematic classes targeting Reading comprehension skills and basic Math skills as per the Competency Based Curriculum and the Sunshine State Standards.

#### **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.*

Glades has identified the need for teacher training in the following areas: teaching strategies and modification for the ESE mainstreamed child; methods for conducting Paideia seminars; and training in CRISS strategies.

In order to address this need, Glades Middle School will train teachers in these areas on professional development days. Teachers will also be given release time to observe their colleagues demonstrating techniques in a classroom situation.

#### **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.*

One issue Glades Middle School has identified concerning internal operations and external forces is the increased influx of immigrant students. In order to address this need, Glades initiated an ESOL computer lab and will continually refine the use of ESOL strategies by classroom teachers.

Another issue is having access to new technology, Glades Middle School will address this issue with grant-writing and soliciting corporate sponsorship.

#### **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.*

Glades Middle School has identified two issues concerning process improvement. One issue relates to student scores on the FCAT reading test. In order to address this need university students will be used to assist students on a one-on-one basis using CRISS strategies.

To address the issue of test score analysis, the school's test chairperson will begin early analysis through the use of pre and post test scores developed in-house.



## School Profile/ Needs Assessment: (continued)

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### Advanced Academics

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(Middle Schools)

#### ***Enrollment trends in advanced, gifted, and honors classes.***

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During the 2002-2003 academic year new programs and concepts have been implemented which include an increased number of high school courses offered at Glades Middle School.

#### ***Ethnic breakdown of advanced, gifted, and honors classes' enrollment as compared to the school's total population.***

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The total school population is 1549. The ethnic breakdown for advance/honors and gifted classes is as follows:

\* Advance/Honors - White, 163 students or 10.5% of the school population; Hispanic, 402 students or 25.9% of the school population; Black, 21 students or 1.3% of the school population; Multiracial, 24 students or 1.5% of the school population.

\* Gifted - White, 96 students or 6.1% of the school population; Hispanic, 306 students or 19% of the school population; Black, 6 students or .03% of the school population; Multiracial, 31 students or 2% of the school population.

#### ***Student achievement in advanced, gifted, and honors classes as measured by teacher assigned grades.***

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Through teacher assigned grades, students are either promoted to advanced classes or referred for testing into the Gifted program.

#### ***Recruitment procedures in place to address underrepresented groups of students in advanced, gifted, and honors classes.***

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Students and underrepresented groups are recruited to advanced, gifted and honors classes through teacher's observation, recommendations, and assigned grades.

#### ***Support mechanisms in place to assist, under-achieving students in advanced, gifted, and honors classes.***

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Parent-Teacher conferences are held bi-weekly to support under-achieving students. A Saturday School Tutorial program also aides students in advanced, gifted, and honors classes.

## School Profile/ Needs Assessment: (continued)

### OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

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

#### ***Budget:***

The EESAC recommended that tutors should be hired in order to provide one-on-one academic assistance to the SWD, LEP and Black students who did not meet adequate yearly progress.

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

The EESAC recommended that the remaining teachers who are not trained in CRISS Strategies be trained.

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

The EESAC recommended that additional FCAT instructional materials be purchased.

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

The EESAC recommended that additional software be purchased for the Accelerated Reader Program.

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

The EESAC recommended that additional paraprofessionals be hired to assist the SWD, LEP and Black subgroups in remedial Reading, Writing and Mathematics.

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

The EESAC recommended increasing the number of students' field trips in order to bring the abstract lesson to life.

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

The EESAC recommended that more security monitors be hired as well as continuing the Saturday School Detention program.

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

The EESAC recommended that monies be spent on awards for student recognition, i.e.: academic achievement, attendance, honor roll and sports.

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

The EESAC recommended that SWD, LEP and Black subgroups who do not meet adequate yearly progress attend the Saturday School Tutorial program and be double blocked in Math and Reading.

**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	A	C	B

<b>2002-2003</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Grade Points</b>
<b>% Meeting High Standards</b>	63	64	94	221
<b>% Making Learning Gains</b>	72	73		145
<b>Adequate Progress of Lowest 25% in the school?</b>	77			77
<b>Total School Grade Points</b>	212	137	94	<b>443</b>

<b>2001-2002</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Grade Points</b>
<b>% Meeting High Standards</b>	59	57	92	208
<b>% Making Learning Gains</b>	71	72		143
<b>Adequate Progress of Lowest 25% in the school?</b>	79			79
<b>Total School Grade Points</b>	209	129	92	<b>430</b>

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

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

**Grade Level: 06**

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	466	297	23	20	34	18	5	465	313	23	23	31	19	5
2001-2002	496	289	29	19	27	20	5	498	302	34	20	26	15	5
2000-2001	575	280						574	288					

**Grade Level: 07**

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	525	298	25	19	31	19	5	526	304	23	21	34	19	3
2001-2002	628	292	32	22	29	14	3	627	294	32	23	26	14	5
2000-2001	533	275						533	287					

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

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

Grade Level: 08

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	632	298	29	23	28	18	2	634	310	19	29	35	11	5
2001-2002	549	293	29	25	30	12	3	548	307	23	22	36	12	7
2000-2001	535	298	28	26	31	11	3	539	316	15	27	37	12	9
1999-2000	533	293	31	28	27	14	1	535	310	21	23	34	13	9
1998-1999	489	297	25	30	34	11	0	500	305	22	27	33	13	4

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

**FCAT Writing (all curriculum groups)**

Grade Level: 08

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	623	4.2	0	0	1	3	9	13	25	21	15	8	4
2001-2002	549	4.1	1	1	3	2	9	8	25	18	18	6	6
2000-2001	541	4	1	0	4	1	17	6	32	9	23	3	3
1999-2000	522	3.9	0	1	2	2	16	13	39	13	10	2	1
1998-1999	502	3.7	1	1	4	4	19	19	25	14	8	3	2

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	307	4.2	0	0	2	3	6	13	25	21	14	10	5
2001-2002	275	4.2	2	2	4	3	5	8	27	13	17	7	11
2000-2001	273	4.3	1	0	2	1	11	6	32	7	33	3	5
1999-2000	258	4	0	1	2	1	10	12	41	18	11	2	2
1998-1999	253	3.8	1	1	3	4	19	18	25	13	10	4	3

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

**FCAT Writing (all curriculum groups)**

**Grade Level: 08**

**Test Prompt: Persuasive**

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	316	4.1	0	0	1	3	12	12	25	21	15	7	3
2001-2002	274	4.1	0	1	3	2	13	9	23	23	19	5	1
2000-2001	268	3.8	1	0	5	2	23	6	32	11	14	3	1
1999-2000	264	3.8	0	0	3	3	22	13	38	8	8	3	0
1998-1999	249	3.7	0	2	5	4	19	21	24	16	6	2	0

**School Name:** Glades Middle School

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

**Performance Grade:**   A  

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

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

**State Goal #:**   1 2 3 4 5 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**

Results of the 2003 FCAT Reading test indicate that 63 percent of students have met the state required mastery level, 72 percent have made annual learning gains and 77 percent out of the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains.

**Objective**

Given instruction using Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by a maintenance of or a 2 percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2004 administration of the FCAT Reading, while 31% of each subgroup identified in the NCLB requirements will score at State mastery level in the reading test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 65 percent of students reach the state required mastery level, if 74 percent make annual learning gains, and if 79 percent scoring in the lowest 25 percent make annual learning gains.

**Evaluation:**

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

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

Names:	Names:	Names:
Davis, Chandra	Carter, Madison	Darius, Turner
Esperanza, Luna Estrada	Espinoza, Raul Alberto	Laing, Angella
Iza/Rodriguez, Marlene	Rodriguez, Ricardo	Gonzalez, Luis
Ellison, Amy	Barrett, Janis	Mantecon, Gloria



## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Have students participate in Paideia Seminars which will enhance and reinforce reading comprehension and student participation in subject matter using higher order level thinking questions.	*Assistant Principal	Allocate Financial Resource for a Paideia Coordinator Supplement, to schedule and monitor activities.	Sep. '03	Jun. '04
2. Use Accelerated Reader Program as an assessment and motivational tool.	*Department Chairperson	Allocate Staff Development for Accelerated Reader	Sep. '03	Jun. '04
3. Use simulated test taking materials throughout the language arts curriculum.	*Assistant Principal	FCAT Enhancement Funds	Sep. '03	May '04
4. Provide an Academic Enrichment Tutorial Program for targeted students. (SWD, and LEP subgroups will receive additional time.)	*After School Coordinator	Saturday Tutorial Program	Sep. '03	Jun. '04
5. SWD subgroups will use the Read 180 program.	*ESE Department Chairperson	ESE Enhancement Funds	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:** Glades Middle School

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

**Performance Grade:**   A  

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

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

**State Goal #:**   1 2 3 4 5 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**

Results of the 2003 FCAT Writing test indicate that 94 percent of students have met the state required mastery level.

**Objective**

Given instruction using the Sunshine State Standards, eighth grade students will maintain their writing skills as evidenced by 90 percent of students reaching the state required mastery level as documented by an in-house pre and post site author test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 90 percent of students tested will attain a 3.0 or above on an in-house pre and post site author test.

**Evaluation:**

This objective will be evaluated by scores of the 2004 in-house pre-post 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:	
Davis, Chandra	Carter, Madison	Tugultschinow, Dory			
Esperanza, Luna Estrada	Espinoza, Raul Alberto	Rodriguez, Ricardo			
Iza/Rodriguez, Marlene	Mantecon, Gloria	Perez, ILeana			
Alvarez, Addys	Potenza, Patricia	Rivero, Lilly			

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Assign all students to keep language arts portfolios to include a minimum of four persuasive writing assignments.	*Department Chairperson	PTSA will make portfolios available to students through PTSA Store	Sep. '03	Jun. '04
2 . Involve Language Arts Teachers in professional development as it avails itself through district workshop.	*Department Chairperson	Provide Staff Development through Early Release Days	Sep. '03	Jun. '04
3 . Provide an Academic Enrichment Tutorial Program for targeted students.	*After School Coordinator	Teacher Inservice	Sep. '03	Jun. '04
4 . Train students in the use of rubric scoring in order to peer edit writing assignment.	*Department Chairperson	Teacher Inservice	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:** Glades Middle School

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

**Performance Grade:**   A  

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

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

**State Goal #:**   1 2 3 4 5 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**

Results of the 2003 FCAT Mathematics test indicate that 64 percent of students have met the state required mastery level and that 73 percent have made annual learning gains.

**Objective**

Given instruction using Sunshine State Standards, students in grades six through eight will improve their mathematic skills as evidenced by a maintenance of or a 2 percentage point increase in the percentage of students scoring FCAT Achievement level 3 or higher on the 2004 administration of the FCAT Math, while 38% of each subgroup identified in the NCLB requirements will score at State Mastery level in the mathematics test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 66 percent of students reach the state required mastery level, and if 75 percent make annual learning gains.

**Evaluation:**

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

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

Names:	Names:	Names:
Davis, Chandra	Alvarez, Addys	Bellon, Jennifer
Barrett, Janis	Rodriguez, Ricardo	Hernandez, Luisa
Carter, Madison	Potenza, Patricia	Tugultschinow, Dory
Esperanza, Luna Estrada	Rivero, Lilly	Perez, ILeana

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Utilize test taking materials throughout the mathematics curriculum.	* Department Chairperson	FCAT Enhancement Funds	Sep. '03	Jun. '04
2 . Provide mathematics teachers with professional development inservices when offered through the district.	*Department Chairperson	Teacher Inservice	Sep. '03	Jun. '04
3 . Provide an Academic Enrichment Tutorial Program for mathematics for targeted students.	*After School Coordinator	Saturday School Program	Sep. '03	Jun. '04
4 . Students in SWD, LEP, and Black subgroups who did not meet adequate yearly progress will be enrolled in remedial Math classes in addition to their regular Math classes.	*Department Chairperson Assistant Principal of Curriculum	FCAT Enhancement Funds	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:** Glades Middle School

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

**Performance Grade:**   A  

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

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

**State Goal #:**   1 2 3 4 5 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 of the 2003 SAT Science Test indicate that the median score for students is 290.

**Objective**

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by an increase of 2 percent of students scoring at or above the District mean scale score as documented by scores of the 2004 FCAT Science Test, as compared to the 2003 FCAT Science Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 51 percent of students score at or above the District mean score score.

**Evaluation:**

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

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

Names:		Names:		Names:	
Davis, Chandra	Carter, Madison	Laing, Angella			
Iza/Rodriguez, Marlene	Darius, Turner	Perez, ILeana			
Esperanza, Luna Estrada	Alvarez, Addys	Potenza, Patricia			
Ellison, Amy	Rodriguez, Ricardo	Rivero, Lilly			

## 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>
1 . Participate in daily science journal entries that will refine their abilities to communicate their thoughts in a written FCAT format.	*Department Chairperson	FCAT Enhancement Funds	Sep. '03	Jun. '04
2 . Utilize test materials as a tool to measure student core curriculum	*Department Chairperson	FCAT Enhancement Funds	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:** Glades Middle School

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

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 5 : Advanced Academics

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

**State Goal #:**   1 2 3 4 5 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**

Enrollment figures from 2002-2003 indicate that approximately 658 students out of 1649 were enrolled in advanced academic classes or 39 percent of the total school population.

**Objective**

Given instruction using the Sunshine State Standards, students will maintain or improve their mastery of challenging academic content as evidenced by 2 percent increase of students enrolled in advanced academic classes when percentages from 2003 are compared to 2004 as documented by the master schedule report.

**Definition of Adequate Progress:**

Adequate progress will be evaluated by comparing enrollment figures from 2002-2003 and 2003-2004 as computed by the master schedule report and evidenced by one percent increase.

**Evaluation:**

This objective will be evaluated by comparing enrollment figures from 2002-2003 and 2003-2004 as computed by the master schedule.

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

Names:	Names:	Names:
Davis, Chandra	Alvarez, Addys	Tugultschinow, Dory
Barrett, Janis	Esperanza, Luna Estrada	Rivero, Lilly
Rodriguez, Ricardo	Ellison, Amy	Patron, Elisa
Carter, Madison	Bellon, Jennifer	Perez, ILeana



## 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>
1 . Provide an Academic Enrichment Tutorial Program for targeted students.	*After School Coordinator	Saturday School Program	Sep. '03	Jun. '04
2 . Participate bi-weekly in advanced preparation in the areas of Reading, Writing and Mathematics	*Assistant Principal Language Arts Department Chairperson Mathematics Department Chairpreson	FCAT Enhancement Funds	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>School Support Team (SST)</i>	Teachers: 1 Administrators: 25 Others: 0	Additional SST training by District
<i>Vertical Team</i>	Teachers: 33 Administrators: 50 Others: 0	Continual training will occur
<i>FCAT Development</i>	Teachers: 33 Administrators: 50 Others: 0	Additional District and ACCESS Center training
<i>Read 180 Program</i>	Teachers: 33 Administrators: 25 Others: 0	Additional staff will be trained
<i>Language Arts Vertical Team Meeting</i>	Teachers: 33 Administrators: 0 Others: 0	Continuation for additional teachers
<i>Reading</i>	Teachers: 33 Administrators: 33 Others: 0	Comprehensive Reading Plan, District
<i>FCAT Reading Strategies</i>	Teachers: 25 Administrators: 33 Others: 0	District Sponsored Training
<i>Language Arts Vertical Team Meeting</i>	Teachers: 33 Administrators: 0 Others: 0	Continual training will occur

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Vertical Team Meeting</i>	Teachers: 33 Administrators: 0 Others: 0	Continual training will occur

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>English Professional Development Meeting</i>	Teachers: 40 Administrators: 0 Others: 0	Ongoing
<i>Writing Teachers Training</i>	Teachers: 33 Administrators: 0 Others: 0	Continual training will occur

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Vertical Math Team</i>	Teachers: 35 Administrators: 0 Others: 0	Continual training will occur
<i>Instructional Improvement Team</i>	Teachers: 35 Administrators: 0 Others: 0	Continual training will occur
<i>Riverdeep Training</i>	Teachers: 20 Administrators: 0 Others: 0	Continual training will occur
<i>Equity in Mathematics</i>	Teachers: 2 Administrators: 0 Others: 0	Yes
<i>Spring Training for Mathematics Chairperson</i>	Teachers: 1 Administrators: 0 Others: 0	Yes

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
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## APPENDIX C

### PROFESSIONAL DEVELOPMENT

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

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>FCAT update, Rev. Curriculum, Rev. Handbook &amp; Materials</i>	Teachers: 1 Administrators: 0 Others: 0	Additional training needed
<i>49th Annual South Florida Science and Engineering Fair</i>	Teachers: 30 Administrators: 0 Others: 0	Will continue with follow-ups
<i>Riverdeep Training</i>	Teachers: 20 Administrators: 50 Others: 0	All staff needs training
<i>Project Everybody HIV/STD</i>	Teachers: 10 Administrators: 0 Others: 0	As needed for new teachers
<i>Development for ESE</i>	Teachers: 10 Administrators: 25 Others: 0	Additional assistance for teachers needed
<i>Earth/Space Science</i>	Teachers: 10 Administrators: 0 Others: 0	As needed
<i>Inservice for Secondary Science</i>	Teachers: 10 Administrators: 25 Others: 0	Additional training needed

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>SRI Training</i>	Teachers: 1 Administrators: 0 Others: 0	As needed
<i>Instructional Improvement</i>	Teachers: 40 Administrators: 75 Others: 0	More time is needed

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Compliance with M-DCPS Rule 6GX13-5D-1.021</i>	Teachers: 0 Administrators: 0 Others: 1	Will attend updates
<i>Goals and Objectives for 2003-2004 school year</i>	Teachers: 0 Administrators: 100 Others: 0	Will attend updates
<i>Unlocking Creative Potential of Students with Disabilities</i>	Teachers: 6 Administrators: 0 Others: 0	Additional training needed
<i>Professional Development Career Specialist</i>	Teachers: 100 Administrators: 0 Others: 0	Yes
<i>School Violence Prevention Demonstration Program (Social Studies)</i>	Teachers: 25 Administrators: 0 Others: 0	Yes
<i>Professional Development for ESOL teachers</i>	Teachers: 50 Administrators: 0 Others: 0	Need continual updates
<i>CRISS Training</i>	Teachers: 10 Administrators: 25 Others: 0	Any staff not trained
<i>Computer Training</i>	Teachers: 10 Administrators: 50 Others: 0	All staff needs training
<i>ESOL Meeting</i>	Teachers: 50 Administrators: 0 Others: 0	Yes

# SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

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

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

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