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School Number and Name: 1601 Edison Park Elementary School

School Performance Excellence Plan

Principal: *Gwendolyn Evans* Telephone #: *(305) 758-3658*

High School Feeder Pattern: *Miami Edison Senior*

Region: *IV*

Board District #: *2*

The Miami-Dade County Public Schools School Performance Excellence Plan meets all of the requirements of the Florida Department of Education regarding School Improvement Plans as set forth in statute and State Board of Education Administrative Rules.



Miami-Dade County Public Schools

SCHOOL PERFORMANCE EXCELLENCE PLAN EXECUTIVE SUMMARY

Edison Park Elementary School

Edison Park Elementary School has a student population of 564 pre-kindergarten through fifth grade students. The student population is comprised of 94 percent Black (Non-Hispanic), 5 percent Hispanic, and 1 percent White (Non-Hispanic). Ninety-seven percent of the students qualify for free/reduced priced meals and 11 percent are Limited English Proficient students.

Given instruction using Success For All reading program, students in grade four will increase their reading comprehension skills as evidenced by a minimum of 60 percent of the students scoring at or above FCAT Achievement Level 2 on the FCAT Reading test administered in 2002.

Given instruction using the Competency-Based Curriculum, students in grade four will increase their writing skills as evidenced by 60 percent of the students scoring at "3" or above on the FCAT Writes test administered in 2002.

Given instruction using the Competency-Based Curriculum, 10% percent of the students in grade five will increase their mathematics skills as evidenced by the district's FCAT Mathematics pre-test administered in fall 2001 as compared to the district's FCAT Mathematics post-test administered in spring 2002.

Edison Park Elementary School is committed to strengthen student achievement by creating a learning environment that will promote and enhance learning through a challenging curriculum.

VISION

The vision of Edison Park Elementary is focused in creating a community of life-long learners. We strive to provide all students with the academic, social and critical thinking skills necessary to successfully participate in a society of challenge, opportunity and change.

MISSION STATEMENT

The mission of Edison Park Elementary is to enable and give all students the opportunity to explore and achieve academic success in an environment that focuses on the needs of the students. Through the implementation of a rigorous and challenging academic programs, we strive to foster and promote life-long learning.

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

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

Edison Park Elementary provides instruction based on the Sunshine State Standards/Competency Based-Curriculum for students in pre-kindergarten through fifth grade. The school also houses a full-time ESE program for approximately 100 students and a fee-supported pre-kindergarten program for 33 students. EPE currently offers the following programs to deliver instruction: Accelerated Reader, SRA/DI and Success For All reading program, Compass Learning instructional technology program, Academic Excellence, Teaching Enrichment Activities to Minorities, Writing Across the Curriculum and Acaletics® program.

Instructional strategies are designed in correlation with the student's needs. i.e. Limited English Proficient (LEP) and students in the Exceptional Student Education program. Related services are also provided to all eligible Exceptional Student Education (ESE).

1.2 Culture

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

The core values of Edison Park Elementary includes the idea that all students will participate in a learning environment that will guarantee participation in society. EPE focuses in creating a community of life-long learners and strive to provide all students with the academic, social and critical thinking skills necessary to participate in society. EPE provides all students the opportunity to explore and achieve academic success through a variety of rigorous academic programs.

1.3 Human Resources

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

Edison Park Elementary's faculty and staff reflects a diversity of ethnic groups for which our school serves. Our faculty and staff is comprised of African Americans, Hispanics and Caucasians. Edison Park Elementary employs a total of 55 full-time staff members and 11 part-time staff members. Of this group 3 are administrators, 19 are classroom teachers, 3 are resource teachers, 8 special area teachers, 8 are exceptional student education teachers, 1 is a guidance counselor, 1 is a speech/language teacher, 1 is a community involvement specialist, 1 is a media specialist, 5 are clerical staff employees, 5 are custodial service employees, 9 are cafeteria employees, 5 are full-time paraprofessionals, 8 are part-time paraprofessionals, 2 are full-time security monitors, and 3 are part-time security monitors.

1.4 Building Resources

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

Edison Park Elementary was established in 1950. The two story building consists of classrooms, media center, computer lab, cafeteria, courtyard, playground, ESE, kindergarten and PK building. Furthermore, EPE has the intranet/internet access and the Compass Learning instructional technology program available school-wide. EPE has been awarded with the QZAB grant and will expend funds by adding wiring to the pre-kindergarten, kindergarten and ESE building, purchase additional hardware/software to enhance our existing technology program. In addition, the media center houses the closed circuit television system and internet access via computer stations.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

Edison Park Elementary adheres to policies and regulations provided by federal, state and district guidelines. EPE adheres to the policy of nondiscrimination in educational programs/activities and employment and strives to provide equal opportunity for all.

2. RELATIONSHIPS

2.1 Student

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

Edison Park Elementary's student population is comprised of 564 pre-kindergarten through fifth grade students. It is comprised of 94 percent Black (non-Hispanic), 5 percent Hispanic and 1 percent White (non-Hispanic). Ninety-seven percent of the students qualify for free/reduced priced meals, eleven percent are Limited English Proficient and 18 percent qualify for the Exceptional Student Education program. The school meets the students' academic needs through various programs such as: Acaletics®, Accelerated Reader, Compass Learning instructional technology program, Academic Excellence, Teaching Enrichment Activities to Minorities, English for Speakers of Other Languages program, Home Language Arts program, Content Curriculum in the Home Language program and Direct Instruction/Success For All reading program.

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.

Edison Park Elementary's Educational Excellence School Advisory Council includes business representatives, parents, teachers and students who provide support. EPE links to the community through the PTA and the school's volunteer program. EPE's newly revamped PTA will host monthly meetings to enroll interested parents and will sponsor fundraising activities to enhance the funds available for students. EPE uses the Community Involvement Specialist, as the primary communicator between the school and home. Through the parent outreach program, family literacy in-services are provided for parents. EPE also provides vision, hearing and health services with the assistance of one of our Dade Partners/business representative to all eligible students including related services for eligible Exceptional Student Education students.

2.3 Human Resources

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

Edison Park Elementary employees receive a salary and benefits package negotiated by the United Teachers of Dade and the School Board.

The faculty and staff at EPE are provided with professional development opportunities that are available from the district, school-site and fee-paid conferences that are in alignment with the goals of the school. The Gazette, EPE's school newspaper, acknowledges and highlights notable activities of all stakeholder group(s). The weekly news bulletin includes recognition and appreciation for staff accomplishments.

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.

Edison Park Elementary participates in a collaborative relationship Dr. Paschal's Pediatric office. Dr. Paschal's office provides the school with an on-site nurse, which provides health care screenings and assistance to all eligible students. The Stay Well Health Company also provides support to the students and staff of EPE. These community connections provide outstanding support to EPE. The students of EPE enjoy interacting with the Foster Grandparents Volunteer program. EPE also provides after-school services through the local YMCA.

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.

Edison Park Elementary incorporates rigorous curriculum programs that enable students to increase their academic performance. EPE is located in a central area of Miami-Dade County, near libraries, parks and other secondary schools.

3.2 Competitors

This item explores the alternate schools available to students.

With many other schools near our location, Edison Park Elementary provides a variety of rigorous instructional programs that go hand in hand with the Competency-Based Curriculum/Sunshine State Standards. In addition, the school participates cultural experiences such as: multicultural fair, Spanish heritage month, Black history month and Haitian-American flag day.

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.

Edison Park Elementary enjoys a collaborative system of leadership which includes members of the Educational Excellence School Advisory Council (EESAC). On-going communication between the school and the stakeholders/EESAC enables the school to provide educational programs that are tailored to meet the individual student needs. Students are provided additional support as needed to realize success through counseling, tutoring, mentoring and career exploration. Parents are provided with in-services and referrals to community agencies/services.

3.4 Dynamics

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

Edison Park Elementary faces changes and opportunities for success by providing students with an array of educational opportunities. EPE receives funds through the Title I program which the school uses to purchase additional supplemental materials to enhance the existing curriculum.

4. CHALLENGES

4.1 Learning

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

The primary challenge at Edison Park Elementary is the achievement gap that exists with students who qualify for free/reduced priced meals. There is also a concern among teachers for students who lack parental

involvement needed to succeed. EPE's staff carefully analyzes student performance data and plan their instruction accordingly. The school develops an in-house tutoring program with the assistance of the district's FCAT funds for students whose test scores indicate FCAT level 2 or lower.

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 faculty at Edison Park Elementary are continually provided with the opportunity to attend staff development in-services of their choice to enhance their teaching abilities. All grade level teams plan together weekly to assure the continuity of instruction and appropriate pacing.

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.

A challenge at Edison Park Elementary is the relationships with internal operations and external forces. EPE is the lack of interaction between teacher and parents due to single parent families and their conflicting work schedules.

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.

A challenge at Edison Park Elementary in the constraints of instructional time. Staff, EESAC and PTA are committed to planning and analyzing the performance data to focus on student achievement and the delivery process.

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.

Improvement in the delivery process is addressed at Edison Park Elementary through preparation of professional development plans created by each teacher, participation in PACES training and in-house tutoring program for low achieving students. In addition, district assessments, teacher-made checklists, and teacher observations are used at each grade level to assess and determine the mastery of student learning. Once information is gathered, grade level teams plan accordingly to ensure student achievement.

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.

Edison Park Elementary School's faculty implements the Competency-Based Curriculum/Sunshine State Standards in conjunction with Direct Instruction/Success For All reading program and Acaletics® mathematics program. Teachers use "best practices" FCAT reading, writing and mathematics strategies to enhance lessons. These programs are monitored and evaluated by both administrators and faculty.

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.

Edison Park Elementary is committed to addressing the challenge of parental involvement by providing parental in-services through the parent outreach program.

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.

Edison Park Elementary is dedicated to the implementation of the Competency-Based Curriculum/Sunshine State Standards in conjunction with the delivery of the academic programs we offer at EPE.

SCHOOL PERFORMANCE SELF-ASSESSMENT

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION PARENT FORM

SA = Strongly Agree

A = Agree

D = Disagree

U/U = Undecided/Unknown

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. My child's school is safe and secure.	26	46	9	17	2	36	49	7	6	2
2. My child's school is kept clean and in good condition.	20	57	7	16	0	43	47	4	5	1
3. My child's school is overcrowded to the degree that it affects learning.	11	24	20	38	7	14	21	21	32	12
4. My child's school maintains high academic standards.	20	47	22	7	4	30	46	18	5	1
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	27	33	22	9	9	29	44	21	5	2
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	27	60	7	4	2	42	48	6	4	1
7. My child's school serves lunches that are nutritious and taste good.	16	50	16	5	14	21	37	19	14	8
8. My child's school keeps bathrooms clean and in good condition.	18	25	30	18	9	21	36	21	14	8
9. My child's teachers are friendly and easy to talk to.	38	33	20	9	0	57	36	3	2	1
10. My child's teachers make learning interesting and relevant.	31	56	4	7	2	49	42	6	2	1
11. My child's teachers motivate students to learn.	36	51	7	7	0	50	40	6	3	1
12. My child's teachers take an interest in students' educational future.	38	40	20	2	0	47	40	10	3	1
13. My child's teachers are knowledgeable and understand their subject matter.	29	47	18	4	2	46	43	8	2	1
14. My child's teachers assign meaningful homework that helps students learn.	40	40	9	4	7	48	43	4	4	1
15. My child's teachers do their best to include me in matters directly affecting my child's progress in school.	33	42	9	9	7	49	39	6	5	2
16. My child's school is effectively teaching students the basic academic skills in reading.	26	60	7	5	2	41	50	5	3	1
17. My child's school is effectively teaching students the basic academic skills in mathematics.	28	56	7	7	2	40	52	5	3	1
18. My child's school is effectively teaching students to speak and write correctly in English.	26	51	19	2	2	43	49	5	3	1
19. My child's school is effectively teaching students to investigate problems in science.	14	60	21	5	0	29	47	19	4	1
20. My child's school is effectively teaching students to use computers.	36	50	5	5	5	31	42	16	8	3
21. My child's school is effectively teaching students to think critically and reason out problems.	17	69	10	5	0	30	50	15	4	1
22. My child's school is effectively teaching students to develop good study and work habits.	36	45	12	5	2	37	50	8	4	1
23. My child's school is effectively teaching students to get along with different kinds of people.	25	60	10	3	3	39	49	9	2	1
24. The school and law enforcement authorities work together to keep my child's school free of violence.	36	31	12	5	17	46	38	10	3	3
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	31	38	14	2	14	46	36	13	2	2
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	33	31	21	7	7	48	36	11	2	2
27. The principal does an effective job running my child's school.	27	41	20	7	5	46	39	10	3	2
28. The principal is available and easy to talk to.	20	43	27	5	5	38	35	19	5	3
29. The assistant principals are effective administrators.	30	37	23	7	2	35	40	20	3	2
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	28	42	26	2	2	34	37	24	3	2
31. Staff in the principal's office treat me with respect when I contact my child's school.	43	41	9	2	5	48	42	5	3	2
32. School staff respond to my needs and concerns in a reasonable period of time.	31	50	14	2	2	39	46	8	4	2
33. My child is getting a good education at this school.	25	48	20	5	2	48	43	5	3	1
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	29	48	17	5	2	45	45	6	2	1
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	B-					B+				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STAFF FORM

SA = Strongly Agree

A = Agree

D = Disagree

U/U = Undecided/Unknown

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. At my school I feel safe and secure.	18	36	14	21	11	49	38	4	6	2
2. At my school the school building is kept clean and in good condition.	7	39	11	29	14	32	43	5	15	5
3. At my school personnel work together as a team.	7	57	11	18	7	32	47	7	11	3
4. At my school administrators solve problems effectively.	14	46	14	18	7	36	41	9	10	5
5. At my school I feel that my ideas are listened to and considered.	7	63	15	15	0	34	43	10	8	4
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	4	64	7	21	4	28	39	10	15	8
7. My principal is an effective administrator.	29	46	11	14	0	49	33	8	6	4
8. My principal represents the school in a positive manner.	39	46	4	11	0	56	32	6	4	3
9. My principal demonstrates good interpersonal skills.	25	54	11	11	0	47	31	8	8	5
10. My principal deals with conflict constructively.	21	50	18	7	4	45	32	10	8	5
11. My principal responds in a reasonable time to my concerns.	29	54	7	11	0	50	34	8	5	3
12. My principal treats me with respect.	43	54	0	4	0	59	30	4	4	3
13. My principal is receptive to constructive criticism.	29	32	25	14	0	40	28	19	8	5
14. My principal is supportive of teachers.	32	39	25	4	0	50	31	8	6	4
15. My ability to do the best possible job at this school is limited by too many students in each class.	36	36	7	18	4	30	29	6	26	10
16. My ability to do the best possible job at this school is limited by student deficiencies in basic academic skills.	39	32	7	21	0	24	39	9	22	6
17. My ability to do the best possible job at this school is limited by lack of concern/support from parents.	56	37	0	7	0	24	34	7	27	8
18. My ability to do the best possible job at this school is limited by lack of concern/support from the principal.	7	7	14	54	18	4	8	8	43	37
19. My ability to do the best possible job at this school is limited by lack of concern/support from the district administration.	18	7	29	39	7	6	13	28	35	19
20. My ability to do the best possible job at this school is limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	14	32	7	46	0	9	19	7	40	25
21. My ability to do the best possible job at this school is limited by school violence.	11	29	11	39	11	2	6	7	38	47
22. My ability to do the best possible job at this school is limited by student gang activity.	0	0	26	48	26	1	1	8	30	60
23. My ability to do the best possible job at this school is limited by student substance abuse.	0	0	19	44	37	1	1	9	28	62
24. Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	7	21	14	39	18	9	31	12	33	15
25. I feel satisfied concerning how my career is progressing at this school.	0	33	26	30	11	25	47	13	10	5
26. I have a feeling of job security in my present position.	14	57	18	11	0	34	47	10	6	3
27. I like working at my school.	18	39	18	18	7	48	37	7	5	3
28. Staff morale is high at my school.	0	32	25	21	21	22	37	15	17	9
29. I frequently feel overloaded and overwhelmed while working at my school.	19	30	22	26	4	19	35	10	28	8
30. Annual teacher evaluations are fair and reasonable.	18	54	25	0	4	36	48	11	3	2
31. Annual teacher evaluations are used to improve teacher performance.	14	39	32	11	4	28	45	18	7	3
32. Inservice programs keep me informed of the latest educational strategies.	25	61	7	7	0	35	50	7	5	2
33. I believe children attending my school are receiving a good education.	4	71	7	14	4	41	47	7	4	1
34. The overall climate or atmosphere at my school is positive and helps students learn.	0	57	18	25	0	39	45	7	6	3
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	C					B				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION

STUDENT FORM

						PERCENT RESPONDING IN EACH CATEGORY									
						YOUR SCHOOL					ALL SIMILAR SCHOOLS				
						SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. I feel safe at my school.						30	39	12	6	12	40	42	8	6	3
2. My school building is kept clean and in good condition.						16	22	13	34	16	19	37	14	20	10
3. Students in my school usually follow school rules.						9	19	16	31	25	9	27	21	27	16
4. There are too many students in my classroom and that affects how much I learn.						6	25	16	25	28	14	15	10	30	31
5. My teachers require that I work very hard for the grades I get.						50	38	6	3	3	59	28	7	3	2
6. My school has enough books and equipment to help me learn.						32	45	3	16	3	47	35	7	7	4
7. Food served for lunch at my school looks good and tastes good.						18	24	21	15	21	10	18	15	21	35
8. Bathrooms in my school are clean and in good condition.						3	16	19	41	22	8	15	11	27	39
9. My teachers are friendly and easy to talk to.						45	35	6	13	0	49	33	9	5	3
10. My teachers make learning fun and interesting.						48	41	0	3	7	50	34	8	5	3
11. My teachers make me want to learn.						47	43	0	7	3	51	34	9	4	2
12. My teachers know a lot about the subjects they teach.						48	45	3	3	0	62	29	6	2	1
13. My teachers give me meaningful homework that helps me learn.						39	48	3	6	3	49	35	8	4	3
14. My teachers are interested in how I do in the future.						35	32	26	6	0	52	28	13	4	3
15. My teachers let me know how I am doing on my school work.						50	34	3	6	6	52	34	7	4	3
16. Violence is a problem at my school.						33	18	9	27	12	19	16	13	18	35
17. Gangs are a problem at my school.						19	16	13	38	16	11	9	10	18	53
18. Student drug and alcohol use are problems at my school.						6	3	19	26	45	9	4	6	12	68
19. My principal does a good job running the school.						47	34	6	3	9	54	26	9	5	6
20. The assistant principals are available when needed.						19	55	13	6	6	35	33	18	8	6
21. My guidance counselor helps me with school and personal problems.						34	34	19	13	0	43	25	21	5	6
22. Adults at my school care about me as an individual.						24	39	18	15	3	36	34	18	7	5
23. Adults at my school help me when I need it.						31	50	3	9	6	40	38	13	6	4
24. I like coming to my school.						42	36	3	15	3	38	31	12	8	11
25. I am getting a good education at my school.						44	31	19	3	3	54	31	9	3	2
26. The overall climate or feeling at my school is positive and helps me learn.						33	30	37	0	0	40	35	17	4	4
27. Students get grades A, B, C, D, or F for the quality of their school work. What overall grade would you give to your school?						B					B				

COMPREHENSIVE NEEDS ASSESSMENT

DEMOGRAPHIC PROFILE

Staff Characteristics				
Attendance	1996-1997	1997-1998	1998-1999	1998-1999
% of Instructional Staff	95.9	96.1	96.3	94.3
Number of Days Abs.				
None	5	5	3	6
0.5-5	18	14	22	14
5.5-10	21	21	17	14
10.5-15	11	7	6	9
15.5-20	1	2	3	6
20+	2	2	1	3

Student Characteristics									
Mobility/Stability	1996-1997	1997-1998	1998-1999	1999-2000	Attendance	1996-1997	1997-1998	1998-1999	1999-2000
New to M-DCPS	88	83	78	63	% of Students	94.5	95.0	94.9	94.6
Mobility Index	37	38	41	47	Number of Days Abs.				
					None	35	69	54	62
					0.5-5	131	311	297	217
					5.5-10	106	154	156	165
					10.5-15	54	115	98	77
					15.5-20	32	73	53	60
				20+	68	99	103	98	

COMPREHENSIVE NEEDS ASSESSMENT

DATA FOR ACCOUNTABILITY

Grade	FCAT Reading											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
4	73	71	75	84	83	90	27	29	25	16	17	10
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Grade	FCAT Writing					
	Percent of Students Scoring less than 3			Percent of Students Scoring 3 or more		
	98-99	99-00	00-01	98-99	99-00	00-01
4	47	16	45	53	84	55
8	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a

Grade	FCAT Mathematics											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
5	70	72	56	95	97	91	30	28	44	5	3	9
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Grade	SCHOOL GRADE DESIGNATION PERFORMANCE HISTORY					
	98-99		99-00		00-01	
4/5	D		D		D	
8	n/a		n/a		n/a	
10	n/a		n/a		n/a	

COMPREHENSIVE NEEDS ASSESSMENT MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	1-5	Sep. '98
SRA Reading Program	K-1	Sep. '01
Success For All (SFA)	2-5	Sep. '95
Compass Learning	1-5	Sep. '97
Competency-Based Curriculum	K-5	Sep. '93
Academic Excellence Program	1-5	Sep. '00
TEAM (Teaching Enrichment Activities to Minorities)	1-5	Sep. '00

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Compass Learning	1-5	Sep. '97
Success For All	2-5	Sep. '95
Writing Across the Curriculum	K-5	Sep. '93
Competency-Based Curriculum	K-5	Sep. '93
Teaching Enrichment Activities to Minorities	1-5	Sep. '00

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency-Based Curriculum	K-5	Sep. '93
Acaletics	4-5	Nov. '00
TEAM (Teaching Enrichment Activities to Minorities)	1-5	Sep. '93
Academic Excellence Program	1-5	Sep. '00

COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Instructional Technology Conference	9	Oct. 15, '00
Title I Instructional Fair/Seminar	2	Oct. 04, '00
FCAT Reading Strategies	9	Oct. 10, '00
Legado Curriculum	20	Aug. 22, '00
African-American Voices Curriculum	20	Aug. 25, '00
Direct Instruction Training	8	Aug. 17, '01
FCAT Strategies for ESOL Teachers	2	Oct. 14, '00
Holocaust Education	20	Aug. 22, '00
SFA FCAT Training	10	Sep. 14, '00
Women's History Curriculum	20	Aug. 22, '00
Newspaper Usage to promote reading	12	Sep. 15, '00
FCAT Writing strategies	10	Oct. 07, '00
FCAT CD Training	4	Apr. 16, '00
FCAT CD Training	4	Apr. 16, '00
FCAT for VE Teachers	2	Apr. 18, '00
School-To-Careers	3	Apr. 22, '00

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Writing	6	Oct. 14, '00
FCAT Writing for ESOL Teachers	2	Oct. 04, '00
School-To-Careers	3	May 12, '00
FCAT Writing for Primary	9	May 16, '00
Project BEAR	3	Aug. 17, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Mathematics	4	Sep. 24, '00
Acaletics®	9	Nov. 19, '00

COMPREHENSIVE NEEDS ASSESSMENT

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

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

Budget:

Suggested to use budget to hire resource teachers and paraprofessionals to assist with remediation of students who do not meet state standards by using small groups and/or one-on-one.

Training:

Suggested that staff development be available in the following areas: Direct Instruction reading program, mathematics/science initiative and FCAT reading/writing/mathematics.

Instructional Materials:

Suggested allocating funds to purchase Direct Instruction reading materials, mathematics/science hands-on supplemental materials and additional classroom libraries to include a variety of genres and mathematics/science titles.

Technology:

Suggested to continue using Compass Learning instructional program and purchase additional hardware and software as needed.

Staffing:

Suggested using funds to hire paraprofessionals and resource teachers in the areas of reading, mathematics/science to assist with remediation .

Student Support Services:

Suggested implementing small group counseling, individual counseling using peer mediation and Project PROUD, which focuses on conflict resolution and values clarification.

Other Matters of Resource Allocation:

Suggested utilizing funds to purchase additional resource materials in the areas of reading, mathematics, science and technology.

Benchmarking:

Suggested beginning the implementation of the Direct Instruction reading program in kindergarten and grade one and the continuation of the Success For All reading program for grades two through five.

School Safety and Discipline:

Suggested that a school safety committee be created to discuss and/or resolve pertinent issues as they relate to discipline and safety.

COMPREHENSIVE NEEDS ASSESSMENT TITLE I ASSESSMENT ISSUES

Parental Involvement

The Title I Community Involvement Specialist will continue communicating with families in the community to provide information regarding available resources for home use.

Family Literacy

Provide FCAT preparation inservices for parents. Utilize the Brainchild technology program to assist students with reading, writing, and mathematics skills.

School Climate

Continue efforts to promote positive school climate by addressing concerns from the School Climate Survey.

Health Services

Continue providing free vision, hearing, and health services to all eligible students in grades PK-5. Continue providing other related services to all eligible Exceptional Student Education students.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.)							
Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School	Graduation Rate	Student Performance	Learning Environment	School Safety	Teachers and Staff	Adult Literacy	Parental, Family, and Community Involvement
()	()	(X)	()	()	()	()	()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career		Effective Learning Environment			Efficient Management Practices		
(X)		(X)			()		
Principles of School Performance Excellence Categories							
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)	
MEASURABLE IMPROVEMENT OBJECTIVE Given instruction using Success For All reading program, students in grade four will increase their reading comprehension skills as evidenced by a minimum of 60 percent of the students scoring at or above FCAT Achievement Level 2 on the FCAT Reading test administered in 2002.							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Implement school-wide reading fair that will make students aware of the correlation between good reading skills and the School-To-Career initiative.	Classroom Teachers *Ms. Wiggins	Sep. '01	Jun. '02
2. Implement Direct Instruction reading program in grades K-1 and Success For All reading program in grades 2-5.	Principal	Sep. '01	Jun. '02
3. Use Title I paraprofessionals in grades K-1 to assist with remediation of reading readiness skills.	Principal	Sep. '01	Jun. '02
4. Utilize Accelerated Reader program and the Compass Learning instructional program in grades 1-5 to assist with remediation of reading readiness skills.	*Media Specialist Reading Leader	Sep. '01	Jun. '02
5. Present a school-wide professional development day to provide FCAT reading strategies for teachers.	Principal	Sep. '01	Jun. '02
6. Utilize the Title I Reading Leader to assist in reducing class size in the area of reading.	Principal	Sep. '01	Jun. '02
7. Implement "Reading Celebrity Day" and a school-wide reading fair.	Principal *Reading Leader	Sep. '01	Jun. '02
8. Utilize the Title I Community Involvement Specialist to provide workshops for parents in the area of FCAT reading.	Principal *CIS	Sep. '01	Jun. '02
9. Implement Student, Parent/Guardian and School Education Compact Agreement.	Principal	Sep. '01	Jun. '02

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.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment ()	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision- Making (X)	Human Resource Focus ()	Educational Design, Services, and Support ()	Performance Results (X)	
MEASURABLE IMPROVEMENT OBJECTIVE Given instruction using the Competency-Based Curriculum, students in grade four will increase their writing skills as evidenced by 60 percent of the students scoring at "3" or above on the FCAT Writes test administered in 2002.							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1 . Provide writing prompts school-wide on School-To-Career topics to be displayed at the Career Week Fair.	Classroom Teachers *Reading Leader	Sep. '01	Jun. '02
2 . Utilize Title I Reading Leader to enhance writing skill strategies is grade 4.	Principal	Sep. '01	Jun. '01
3 . Incorporate classroom writing centers to enhance students' writing skills	Classroom Teachers	Sep. '01	Jun. '02
4 . Utilize Compass Learning instructional program to increase writing skills in grades 1-5.	Principal *Technology Facilitator	Sep. '01	Jun. '02
5 . Maintain student writing portfolios to include narrative and expository writing.	Classroom Teachers *Reading Leader	Sep. '01	Jun. '02
6 . Present a school-wide professional development day to provide FCAT writing strategies for teachers.	Principal	Sep. '01	Jun. '02
7 . Utilize Title I Reading Leader to assist with small group instruction in the area of writing.	Principal	Sep. '01	Jun. '02
8 . Utilize the Community Involvement Specialist to provide workshops for parents emphasizing FCAT writing skills.	Principal *CIS	Sep. '01	Jun. '02
9 . Implement Student, Parent/Guardian, School Education Compact Agreement.	Principal	Sep. '01	Jun. '02
10 . Implement a pen pal program with a neighboring elementary school.	*Reading Leader Counselor	Sep. '01	Jun. '02

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.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School	Graduation Rate	Student Performance	Learning Environment	School Safety	Teachers and Staff	Adult Literacy	Parental, Family, and Community Involvement
()	()	(X)	()	()	()	()	()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career		Effective Learning Environment			Efficient Management Practices		
(X)		(X)			()		
Principles of School Performance Excellence Categories							
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)	
MEASURABLE IMPROVEMENT OBJECTIVE Given instruction using the Competency-Based Curriculum, 10% percent of the students in grade five will increase their mathematics skills as evidenced by the district's FCAT Mathematics pre-test administered in fall 2001 as compared to the district's FCAT Mathematics post-test administered in spring 2002.							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Emphasize a variety of mathematical concepts stressing the preparation, development and implementation of critical thinking skills as applied to School-To-Career initiative.	Classroom Teacher	Sep. '01	Jun. '02
2. Utilize Title I funds to secure a mathematics resource teacher to provide support and manipulatives for teachers.	Principal	Sep. '01	Jun. '02
3. Utilize Compass Learning instructional program to increase mathematics application skills in grades 1-5.	Principal *Mr. Hubert	Sep. '01	Jun. '02
4. Present a school-wide professional development day to provide teacher with FCAT mathematics strategies.	Principal	Aug. '01	Jun. '02
5. Maintain mathematics/science journals incorporating problem solving tasks and critical thinking skills.	Classroom Teachers	Sep. '01	Jun. '02
6. Utilize Title I mathematics resource teacher to assist and support teachers and students with FCAT mathematics strategies.	Principal *Ms. Major	Sep. '01	Jun. '02
7. Utilize Title I Community Involvement Specialist to provide workshops in the area of FCAT mathematics for parents.	Principal *CIS	Sep. '01	Jun. '02
8. Implement a school-wide mathematics/science fair to demonstrate student's mastery of the scientific process.	Principal *Ms. Major	Sep. '01	Jun. '02
9. Implement Student, Parent/Guardian, School Education Compact Agreement.	Principal	Sep. '01	Jun. '02
10. Implement Acaletics® program in grade 5 to assist in increasing student achievement.	Principal	Sep. '01	Jun. '02

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.

WAIVERS

Any waivers submitted for this school may be found in Appendix A: Waivers, at the back of this book.

TITLE I BUDGETS

The Title I budget for this school may be found in Appendix B: Title I Budgets, at the back of this book.

**SCHOOL PERFORMANCE EXCELLENCE PLAN
REVIEW AND ACCEPTANCE SIGNATURES**

LOC. #: 1601

SCHOOL NAME: Edison Park Elementary School

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 all persons listed below, is on file at the Region Office.

Required Signatures:

Principal;
EESAC Chair;
UTD Steward;
EESAC Parent Representative;
EESAC Business/Community Representative; and
EESAC Student Representative, as applicable.

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