

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Edison Park Elementary School (1601)

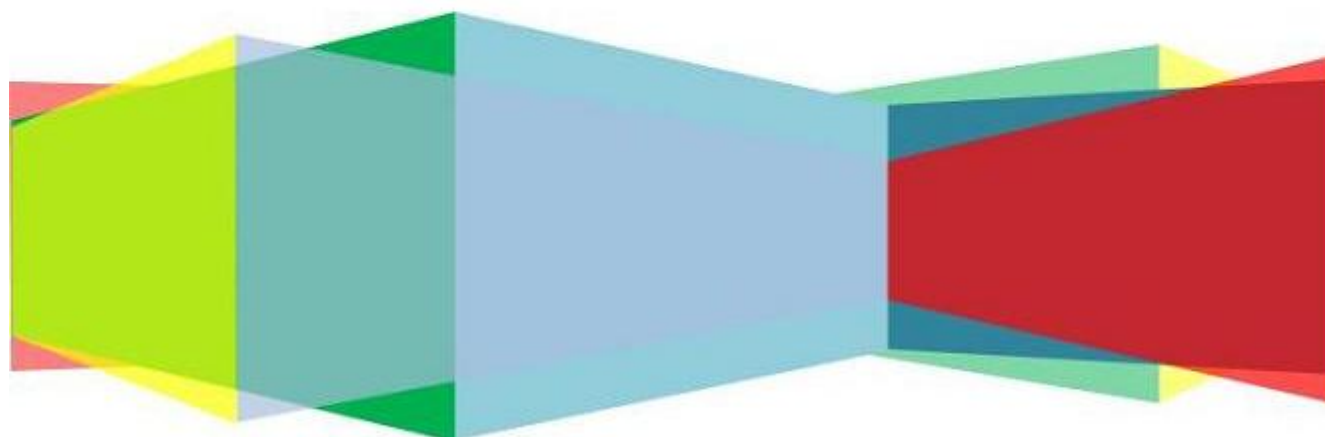
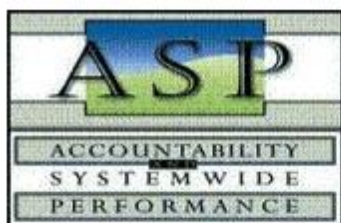
Feeder Pattern - Miami Edison Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Veronica Swindell-Wesley

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Edison Park Elementary will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment to monitor student achievement through a variety of assessments including bi-weekly, monthly and Interim assessments. The data obtained will be carefully analyzed and used to focus instruction.

Edison Park Elementary, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that target students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of professional development efforts, monitoring and supporting direct services to Edison Park Elementary.

Given instruction using the Sunshine State Standards, 60% of students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58% of English Language Learners (ELL) will score level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58% of Black students, will score level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given Instruction using the Sunshine State Standards 58% of Economically Disadvantaged students will score level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards 58% of Students with Disabilities will score Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 62% of students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Black students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Economically Disadvantaged students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of English Language Learners(ELL)students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards 56% of Students with Disabilities will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 69 percent of students in grade four will score 3.5 or higher on the 2008 FCAT Writing Plus assessment.

Given instruction using the Sunshine State Standards, 30% of students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given the need to build a working relationship with parents and the community to support and improve the academic achievement of students, parental and community involvement will increase by 80% as documented by the 2006-2007 Title I Log participation in 2008.

Given the need to ensure that students demonstrate learning gains and display positive attitudes and behavior, the school will increase student attendance each quarter and insure discipline and safety.

Given instruction using computers, students in grades Kindergarten through five will increase the use of technology by 50 percent as evidenced by the Utilization Report from the use of SuccessMaker, FCAT Explorer, and Reading Plus as compared to 2006-2007.

Given instruction using the guidelines for National Standards for Physical Education, 50% of students will receive a Gold/Silver on the 2008 FITNESSGRAM.

Given the need to establish cultural awareness, 50 percent of students at Edison Park Elementary school will participate in the Performing and Visual Arts program as evidenced by attendance rosters during the Easter Seals after-school program.



School Improvement Plan 2007-2008



Edison Park Elementary School will improve its ranking on the State's Return on Investment Index as evidenced by a minimum of a 10 percent increase in the number of students performing at/or above grade level in reading and mathematics as compared to the 2006-2007 school year.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

1601 - EDISON PARK ELEMENTARY SCHOOL

VISION

The vision of Edison Park Elementary is focused on promoting a school-learning environment that supports the continuous academic advancement of all students. The school focuses on creating a community of life-long learners, productive citizens, and contributors to society. Taking into account individual learner's needs, abilities, cultural backgrounds, and personal experiences, teachers have strong beliefs in their capabilities to provide all learners with academic, social, and critical thinking skills necessary to successfully participate in a society of challenge, opportunity, and change.

MISSION

The mission of Edison Park Elementary is to develop, establish, communicate, and monitor clear expectations of a rigorous academic program by involving all stakeholders in the change process. The school ensures the use of student achievement data as a guide to make comprehensive decisions as they relate to promoting a successful learning environment. Through the implementation of rigorous and challenging academic programs, the school strives to foster and promote life-long learning to meet the challenges of the Twenty-first Century.

CORE VALUES



School Improvement Plan 2007-2008



Responsibility

We foster an environment that promotes and encourages students to care for one another.

Honesty

We encourage truthfulness, sincerity and integrity to build honest and responsible citizens.

Cooperation

We motivate our student body to work together toward common goals.

Citizenship

We promote an environment that will create a society based upon democratic values and decision-making.

School Demographics

Edison Park Elementary School, located at 500 NW 67 Street, is located in the heart of the Little Haiti community in Miami, Florida. The school is adjacent to Athalee Range Park/Recreation center. The commissioner of the Little Haiti district is Commissioner Michelle Spence-Jones. The School Board District personnel assigned to Edison Park Elementary is Dr. Solomon C. Stinson. Edison Park Elementary feeds into Miami Edison Middle School which received a letter grade of C and Miami Edison Senior High School which received a letter grade of D.

The school population consists of approximately 436 pre-kindergarten through fifth grade students, with 89.7 percent Black (Non-Hispanic), 9.6 percent Hispanic, 1.3 percent White (Non-Hispanic), 2.5 percent other and the majority of the population of Haitian descent.

Approximately 98 percent of the students qualify for free or reduced lunch priced meals, which qualifies Edison Park Elementary to be a Title I school, and the student mobility rate index is 49.

Thirteen percent of the student population is Limited English Proficient (LEP). This represents 54 students, of whom 13 are at Level 1, 18 are at Level 2, 10 are at Level 3, and 46 are at Level 4.

Attendance trends over the past three years demonstrate student attendance has been consistent at 95 percent.

The school houses an Exceptional Student Education (SPED) program which serves the following exceptionalities: Trainable Mentally Handicapped which serves 23 students, Educable Mentally Handicapped which serves 4 students, Autistic which serves 20 students, Specific Learning Disabled which serves 26 students, and Speech and Language which serves 8 students.

Specialty programs at the school include an Inclusion Model with Exceptional Student Education students, English for Speaker of Other Languages program for limited English proficient students, and an Academic Excellence Program (AEP) with an art appreciation and chess component. These programs focus on enriching the basic educational services. In addition, Edison Park Elementary School is allocated Title I funds. The school uses these supplemental funds to reduce class size and address students' specific needs. The instructional staff employed at Edison Park Elementary School are all highly qualified teachers. Our instructional staff is composed as follows: 43 teachers, of which 36 are females, 7 are males, 65 percent Black (Non-Hispanic), 12 percent Hispanic, and 23 percent White (Non-Hispanic). The staff consists of two administrators, 40 are classroom teachers, 3 are special area teachers, 8 are Special Education teachers, 2 are Reading Coaches, 1 is a counselor, 1 is a Community Involvement Specialist (CIS), 1 is a permanent temporary instructor, 1 is a media specialist, 7 are paraprofessionals, 4 are clerical employees, 5 are cafeteria employees, 4 are custodial service staff, and 3 are security guards. Of the instructional staff, 10 percent have advanced degrees and 7 percent are beginning teachers. Edison Park Elementary has an average teacher to student ratio of 1:20 in pre-kindergarten to grade five. The teacher to student ratio is at State-level requirements as evidenced by data reported on the District and School Profile Report.

School Foundation

Leadership:

Edison Park Elementary School has established a Leadership Team consisting of the Principal, and one Assistant Principal, one Curriculum Support Specialist, two Reading coaches, a Reading teacher, one Math/Science Facilitator, Guidance Counselor, Computer Specialist, Media Specialist, Literacy Team, and Student Teacher Support Team (ST2). The Leadership Team is responsible for collaborating with the staff and administrators, providing coaching and modeling of lessons for teachers and students, and assisting in the overall operation of the school. The Leadership Team has received intensive training on the implementation of the Continuous Improvement Model. As a follow-up of these trainings, Learning Communities have been established school-wide to foster continuous growth among teachers.

At Edison Park Elementary school the Professional Development Team consists of the Assistant Principal, Zone Curriculum Support Specialist, Reading Coaches, Math/Science Facilitator, Grade Level Chair Persons, SAC Chair, and United Teacher of Dade Building Steward. The Leadership Team meets on a continuous basis to evaluate and address the needs of the school to provide Professional Development. Additionally, the School Improvement Zone will provide an array of professional development opportunities for administrators, faculty, and staff. The School-wide professional development calendar outlines activities that are designed to enhance and educate teachers.

Being a part of the School Improvement Zone, the professional development team will continue its existence, in order to ascertain the professional needs of the teachers, based on a school-wide survey.

District Strategic Planning Alignment:

To analyze the goals and objectives of the school and the involvement of staff, to ensure achievement of high academic standards, the administrators of Edison Park Elementary School have instituted a school-wide testing program as well as simulated FCAT Mini Assessments, which are based on the Instructional Focus Calendar. The data from these assessments is disaggregated, analyzed, and disseminated to staff in order to drive instruction. Further analysis of tested data is done through our Comprehensive School Reform (CSR) Data Analyst using Edusoft simulated FCAT Assessments.

Stakeholder Engagement:

Based on the results of the Organizational Performance Improvement Snapshot Survey, in the area of Customer and Market Focus, Edison Park Elementary School was rated at 4.3 out of a possible 5.0. Teachers are involved in raising student achievement by working collaboratively in grade-level planning and disaggregating data that guides instruction. Parents are involved in raising student achievement by attending monthly workshops provided to assist parents in learning strategies that can be used at home. Students are encouraged to participate in raising their achievement by actively participating in: Academic Excellence Program (AEP), Early-Bird, After-School and In-School Tutorials, Saturday Academy, TEAM, the Extended-School Day intervention program and the 5000 Role Model Program.

Faculty & Staff:

Edison Park Elementary School utilizes common grade level planning in kindergarten through fifth grades to effectively implement instructional activities and strategies that will impact student achievement. Additionally, intermediate classes (1-5) facilitate instruction via the Departmentalization Instructional Model. Each member of the Leadership Team is assigned to participate in grade-level meetings to provide resources and support to teachers. There are also various committees such as: Black History committee, Honor Roll Committee, Haitian Heritage Committee, Open House Committee, Public Relations Committee, Theodore R. Gibson Oratorical Contest/Spelling Bee Committee, Student of the Month Committee, Parent Newsletter Committee, Social Committee, SPED Week Committee, Safety Committee, Student United Way Committee, Spanish Heritage Committee, Youth Fair Committee, American Education Week Committee, Grant Writing Committee, News Team Committee, School Site Literacy Team Committee, Staff United Way Committee, Red Ribbon Week Committee, Staff Holiday Program Committee, Career Week Committee, and FCAT Committee. Each committee works collaboratively with the administration team to ensure the goals and objectives for the school are met. In an effort to provide support to all teachers, a Professional Development Team has been established. This team is responsible for surveying the staff to ascertain the level of professional development needed. The survey is then analyzed by the team, needs are prioritized, and classes are offered in-house, as well as, outside resources.



School Improvement Plan 2007-2008



Data/Information/Knowledge Management:

Edison Park Elementary School utilizes common grade level planning in kindergarten through fifth grades to effectively implement instructional activities and strategies that will impact student achievement. Additionally, intermediate classes (1-5) facilitate instruction via the Departmentalization Instructional Model.

Education Design:

Edison Park Elementary School is committed to the educational excellence of its students by utilizing innovative research based pedagogical strategies, which reinforces the mastery of specific academic skills. Our objective is to support school improvement through action research that lends itself to professional development to improve delivery on instruction. The faculty, administration team has been trained in various software programs including Edusoft, FCAT Simulation, Excelsior Gradebook, Student Performance Indicator, STAR, Accelerated Reader, READ 180, FCAT Explorer, SuccessMaker, Reading Plus, Voyager, Early Success and Soar to Success. These software programs allows for us to manage data and align benchmarks that target students achievement levels.

Performance Results:

Based on the Organizational Performance Improvement Snapshot Survey it is essential for stakeholders to become more knowledgeable of the school's budget and finances in order to make more effective recommendations, and address concerns relative to the budgetary needs.

Schools Graded 'C' or Below

Professional Development:

The teachers and staff members of Edison Park Elementary Schools has been provided with professional development during the School Improvement Zone assigned Professional Development Days. The professional development titles and dates are: August 9, 2007, Reading in the Content Area. Based on last years SIP, teachers were provided the opportunity to enhance reading instruction through the content area utilizing the newly adopted science textbook. August 13, 2007 - Building a Professional Learning Community - Teachers attended a workshop on how to build a professional learning community at the school site to enhance the learning environment of both teachers and students. August 14, 2007 - The Reason Johnny Cannot Read - This workshop provided a greater understanding of how children with Traumatic Brain Injury learn and how to provide instruction as well as identify the TMH characteristics displayed by these children. August 15, 2007 - Buckle Down Writing - Based on the SIP of 2006 - 2007, professional development was needed for teachers on how to use and implement supplemental materials to help meet the FCAT Writing+ standards. In addition, a survey was taken on the first week of this school year to identify other needs of the teachers and staff. Professional Development will continue throughout the school year due to the Zone requirement of 56 hours by the end of the school year.

Disaggregated Data :

Teachers are provided along with their class rosters, current FCAT, DIBELS, NRT, SAT and other pertinent data. The data is disaggregated and used to identify strengths and weaknesses in our students. A list of the lowest 30% has been shared with the members of the Leadership Team in order to facilitate interventions, in-house tutoring, and groups for the extended day and reading two and a half hour block. The School Improvement Zone's pretest in Reading, Math, and Science will be disaggregated to further drive instruction and to meet students needs.

Informal and Formal Assessments:

The School Improvement Zone has provided a testing calendar which includes ongoing formal and informal assessments. A pre-test in Reading, Mathematics, and Science was administered during the beginning of the 2007 - 2008 school year. The school resource teachers will provide to grades K - 5 a monthly benchmark assessment that follows the curriculum focus calendars in Reading, Mathematics, Science and Writing. In addition, the District will provide an Interim Assessment in Reading, Mathematics, and Science, three times during the 2007 - 2008 school year.

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Continued achievement in reading will be maintained or increased annually.

Needs Assessment

The results of the 2007 FCAT reading test indicate the following : 50 percent of Black, N/A percent of Students with Disabilities, and 49% of Economically Disadvantaged students did not meet the state criteria for AYP. English Language Learners (LEP) students, however, did make AYP in Reading. (There was an increase of 4 percentage points for Black and N/A percentage point increase for LEP. Our growth is attributed to many factors such as appropriate grouping of students, differentiated instruction, intervention, remediation and additional time spent on reading instruction for at risk students and after school tutorial programs.

Focus areas for this school year will be on the 45 percent of 3rd graders, 50 percent of 4th graders who did not score at or above FCAT Achievement Level 3. In addition, there was 30 percent of fourth graders who did not demonstrate acceptable levels of learning gains in Reading. For third grade and our lowest 25 percent there are to few scores to report.

Content cluster analysis indicates that in 2007 grade 3 scored lowest in the areas of Comparison at 53% and Reference and Research at 50%. Grade 4 scored lowest in the areas of Words and Phrases at 40% and Reference and Research 50%.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 60% of students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58% of English Language Learners (ELL) will score level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58% of Black students, will score level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given Instruction using the Sunshine State Standards 58% of Economically Disadvantaged students will score level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards 58% of Students with Disabilities will score Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
The Tier 3 students are provided with three hours of Reading instruction utilizing the CRRP Plan to improve Reading proficiency and the Tier 2 students are provided with an additional thirty minutes of instruction.	Reading Teacher/Reading Coaches	8/20/2007	06/11/2008	Other/ Not Applicable	0
Utilize supplemental resources for remediation and to reinforce the classroom instruction such as: Reading Plus, Accelerated Reader, Voyager, READ 180 (K-5, ESE) SuccessMaker, Soar to Success, Early Success, FCAT Test Maker,FCAT Explorer and Riverdeep.	Classroom Teacher / Administrators/ Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the 8- Step Continuous Improvement Model.	Classroom Teacher / Administrators/ Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the CRRP with the intensive focus on guided reading and vocabulary development for grades K-5 Lowest 25%, Black, Hispanics, ELL, Economically Disadvantaged students.	Classroom Teacher / Administrators/ Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize multimedia technology to improve and enrich reading comprehension for grades K-5 Lowest 25%, Black, Hispanics, ELL, Economically Disadvantaged, and SPED students.	Classroom Teacher / Administrators/ Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide professional development for teachers in grades K through 5 in CRISS training to improve student achievement in reading, science, math, and writing.	Classroom Teacher/ Administrators / Reading Coaches / Math Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide extended learning opportunities for students at Level 1 and 2 on the FCAT Reading Test with additional assistance and opportunities for growth, by means of extended day, In-school tutoring, after and before school tutorials and Saturday Academy, which includes our Lowest 25%, Black, Hispanics, ELL, Economically Disadvantaged, and SPED students.	Classroom Teacher / Administrators/ Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor progress of students in grades K-5 utilizing monthly benchmark assessments, DIBELS, DAR, the STAR system, existing FCAT results, and State, Zone and District assessments provided by the reading department to instruct, remediate, and enrich at appropriate levels to improve student achievement.	Classroom Teacher / Administrators/ Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor from the School Improvement Zone, a school wide benchmark calendar and pacing guide that is aligned with the Sunshine State Standards for grades 3-5 and an instructional focus calendar from the Reading Resource for grades K-2.	Classroom Teacher / Administrators/ Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs



School Improvement Plan 2007-2008



The research-based programs that will be used are:
Houghton Mifflin's Legacy of Literacy
Houghton Mifflin's Early Success
Houghton Mifflin's Soar to Success
Voyager Passport
SuccessMaker
Reading Plus

Professional Development

Using the School Improvement Zone organizational structure, Professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport. Continuous mentoring for beginning teachers and/or teachers new to the school. Continuous staff development specific to their assigned grade level. Continuous data analysis, CRISS (Creating Reading Independence through Student-owned Strategies), Best Practices in reading, SSS reading curriculum mapping, Benchmark Calendar, Common planning time for effective instruction, SuccessMaker, Edusoft and Learning Communities.

These programs will provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

The School Improvement Zone Curriculum Support Specialist and school-site Reading Coach will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development to instructional staff addressing the Big Five.

Evaluation

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials.

Assessments from the research-based programs will be administered.

The Dynamic Indicators of Basic Early Literary Skills (DIBELS)(K-3)and Grades 4 and 5 Level and 1 and 2 students only, and Florida Kindergarten Readiness Screener FLKRS(K) will be used for screening. The Peabody Picture Vocabulary Test (PPVT) (K-3), Stanford Achievement Test (SAT) 10 (1-2) 2007, Florida Comprehensive Assessment Test (FCAT) (305), Portfolio (3), and writing assessments will be used for progress monitoring. All at risk students will receive Ongoing Progress Monitoring (OPM) bi-monthly, and be given the Diagnostic Assessment in Reading (DAR)
Level 1 and 2 students will attend the Easter Seals After-School Tutorial and will be assessed monthly in the areas of Reading, Math, and Writing to monitor progress.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Continued achievement of high standards in Mathematics will be maintained or increased annually.

Needs Assessment

The results of the 2007 FCAT mathematics test indicate the following:

57% overall made learning gains in math.

70% of the Lowest 25% made learning gains in math.

There was an decrease of 2 percentage points for Black and 9 percentage points increase for Economically Disadvantaged.

Increases were shown in mathematics overall, an increase of 3 percent from 2006 to 2007.

Our growth is attributed to many factors such as appropriate grouping of students, small group instruction and additional time spent on math instruction for at risk students and after school tutorial programs.

Focus areas for this school year will be on the 40 percent of 3rd graders and 48 percent of 4th graders, who did not score at or above FCAT Achievement Level 3. In addition, there was 49 percent of fourth graders who did not demonstrate acceptable learning gains who did not demonstrate acceptable levels of learning gains in Mathematics. For third grade and our lowest 25 percent there are too few scores to report.

Content cluster analysis indicates that in 2007 grade 4 scored low in the area of Number Sense at 50%.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 62% of students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Black students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Economically Disadvantaged students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of English Language Learners(ELL)students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards 56% of Students with Disabilities will score Level 3 or higher on the 2008 administration of the FCAT Math Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a focus timeline/calendar for K-5 which encompass all tested benchmarks and review weekly targets during grade level planning sessions	Classroom Teacher / Administrators/ Math Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model for school improvement.	Classroom Teacher / Administrators/ Math Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize School Improvement Zone provided long range plans in order to monitor the scope and sequence.	Classroom Teacher / Administrators/ Math Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide professional development for teachers in grades K through 5 in CRISS training to improve student achievement in math, science, reading, and writing.	Classroom Teachers / Administrators / Math Facilitator / Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide small group instruction-and after school tutorial services for students not meeting benchmark standards.	Classroom Teacher / Administrators/ Math Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor progress of students in grades K-5 utilizing School Improvement Zone PreTest assessments and Monthly Benchmark Assessments provided by the Math Department to instruct, remediate and enrich at appropriate levels to improve student achievement of lowest 25%, Black, Free and Reduced Lunch, ELL, Students with Disabilities.	Classroom Teacher/ Administrators/ Math Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize computer assisted resources such as FCAT Explorer, RiverDeep, SuccessMaker, and FCAT Test Maker to reinforce and enhance skills in mathematics with our lowest 25%, Black, Free and Reduced Lunch, ELL, Students with Disabilities.	Classroom Teacher / Administrators/ Math Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Continue to assess students utilizing performance based assessment to enhance problem solving skills in mathematics.	Classroom Teacher / Administrators/ Math Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the progress of lowest 25%, Black, Free and Reduced Lunch, ELL, Students with Disabilities in grades K-5 utilizing Hartcourt Math Florida Edition.	Classroom Teacher / Administrators/ Math Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Harcourt Math Florida Edition
Riverdeep

Professional Development



School Improvement Plan

2007-2008



Continuous mentoring for beginning teachers and/or teachers new to the school
Continuous staff development specific to their assigned grade level
Continuous data analysis
8-step Continuous Improvement Model
Best Practices in mathematics
SSS mathematics scope and sequence
Common planning time for effective instruction
SuccessMaker
Riverdeep
CRISS

Teachers are provided ongoing staff development from district personnel. The school curriculum team and grade level chair persons will ensure that all staff members are exposed to best practices in Mathematics. Teachers are in serviced on the districts comprehensive math plan, FCAT Explorer and Riverdeep math. Delivery of in-service training includes model lessons and follow-up activities to ensure the transfer and application of newly learned strategies and techniques.

Evaluation

Monthly FCAT Mathematics assessments will be provided by the Math Facilitator and weekly performance based assessments created by teachers. Compiled assessment data will be reviewed by teachers and used to further fine tune and or redirect instructions on individual benchmarks based on the 2007 FCAT Mathematics test. Students will also participate in the Easter Seals After-School tutorial and will include monthly achievement monitoring.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

Given instruction using the Sunshine State Standards students in Grade 4 will improve their test scores.

Needs Assessment

The test scores on the 2007 FCAT Writing Plus test indicates that 74 percent of the students in grade 4 scored 3.5 or higher. The Narrative results of the 2007 FCAT Writing Plus test showed 24% scored 3.5 or above and the Expository results showed 34% scored 3.5 or above. As part of the FCAT test for 2007, an intensive plan will be implemented to increase the number of students meeting State Standards in writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 69 percent of students in grade four will score 3.5 or higher on the 2008 FCAT Writing Plus assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate classroom journal writing to provide additional writing opportunities.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Ensure that all students are engaged in daily oral language review in order to become more proficient writers.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement a student learning opportunity for fourth grade students scoring below standards in writing through an in school and after-school writing tutorial.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model for school improvement.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the School Improvement Zone Demand Writing Plan for grades K - 5.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize data from District's Pretest narrative/expository writing prompts to establish differentiated instruction to ensure writing gains.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Plan, implement and monitor a schedule for writing that includes daily instruction, monthly prompts, and simple practice opportunities across the curriculum.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Effective Writing Component of the Comprehensive Reading Plan

Professional Development

Professional Development will be provided by Reading Coaches and Curriculum Support Specialist.
 CRISS Training
 CIM

Evaluation

District provided a Narrative and Expository Pre-Test in writing that is used as a baseline to drive instruction. Success of meeting the objectives will be measured by scores on the 2007 FCAT Writing Plus Test. Monthly writing prompts, provided by the District and the School Improvement Zone, will be used to drive instruction.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Students will increase their Science performance skills and meet the State Standards of the 2008 Science FCAT Test.

Needs Assessment

The results of the 2007 FCAT Science Test indicate that 25 percent of the students in grade five met high standards of Achievement Level 3 and above.

The areas that need to be focused on are: Earth and Space at 47% and Scientific Thinking at 42%.

Measurable Objective

Given instruction using the Sunshine State Standards, 30% of students in grades 3 through 5 will score Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Deliver instruction in Science using manipulatives and hands on activities that involve students in active teaching and learning in grades K-5.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Reinforce science content within the Reading/Language Arts curriculum through the use of non-fiction text.	Classroom Teacher / Administrators	8/20/2007	6/20/2008	Other/ Not Applicable	0
Incorporate inquiry based learning and the Scientific Process within each lesson to ensure learners are participating in authentic activities that emphasize problem solving in grades K-5.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement CRISS in grades K through 5 in science, math, reading, and writing to improve student achievement.	Classroom Teachers/ Administrators / Science Facilitators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model for school improvement.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the School Improvement Zone Pre-Test and monthly assessments and the District's Interim Assessments for grade 5 students in Science.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Disaggregate and analyze data to identify strengths and weaknesses of students in grade 5.	Classroom Teachers/Math and Science Facilitator/ Administrators	8/20/2007	06/11/2008	Other/ Not Applicable	0
Conduct staff development workshops to promote the teaching of Science Process Skills.	Classroom Teachers/Math and Science Facilitator/ Administrators	08/20/2007	06/11/2008	Other/ Not Applicable	0
Utilize FOSS Kit science-related materials in the instruction of the Science Sunshine State Standards.	Classroom Teacher / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	20015
Implement a Science Fair involving the entire school to enhance problem solving, cognitive thinking and the use of the scientific process.	Classroom Teacher / AdministratorsCurriculum Support Specialist	8/20/2007	01/09/2008	Other/ Not Applicable	300

Research-Based Programs

Scott Foresman Text
FOSS Kits
National Science Teachers Association

Professional Development

Teachers are provided ongoing staff development from district personnel, the math and science facilitator, and grade level chairpersons in order to ensure that all staff members are exposed to best practices in science. Delivery of in-service training including model lessons and follow up activities that ensure the transfer and application of newly learned strategies and CRISS strategies. Training on the newly adopted Science textbook has been delivered to all Science Teachers.

Evaluation

The School Improvement Zone will provide a Pre-Test, monthly assessments, weekly performance based assessment and the administration of the 2008 FCAT Science Test will be used to analyze progress, redirect instruction for reinforcement, and or enrichment, and master benchmarks assessed.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

To increase communication and parental involvement at Edison Park Elementary School.

Needs Assessment

The data on the 2006-2007 Annual Survey of Title I Parental Involvement indicate a 20 percent increase in the level of parental participation in school activities. The level of involvement of parents and community based organizations needs to be a major focus of the school in order to enhance student achievement.

Measurable Objective

Given the need to build a working relationship with parents and the community to support and improve the academic achievement of students, parental and community involvement will increase by 80% as documented by the 2006-2007 Title I Log participation in 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan a variety of activities for parents to support literacy that include reading, mathematics, science, technology, Parental and Community Outreach, and Second Cup of Coffee.	Classroom Teacher / Administrators / Reading Coach / Social Worker / Math Facilitator / CIS	8/20/2007	6/11/08	Other/ Not Applicable	0
Provide information about THE PARENT ACADEMY and other literacy enhancements that promote personal growth for parents.	Classroom Teacher / Administrators / CIS/ Social Worker/Resource Teachers	8/20/2007	06/11/2008	Other/ Not Applicable	0
Maintain an on-going line of communication with parents in the student's home language through the use of report cards, progress reports, flyers, monthly news letter, parent conferences, and home visits.	Classroom Teacher / Administrators/CIS/Social Worker	8/20/2007	6/11/2008	Other/ Not Applicable	0
Encourage and solicit community involvement through collaboration with Dade Partners and the School Volunteer Program.	Administrators/ Social Worker / Community Involvement Specialist/Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	0
Maintain a Parent Resource Center with instructional materials and activities for use at home in order to support student achievement.	Classroom Teacher / Administrators / Reading Coach / Math Facilitator / CIS	8/20/2007	6/11/2008	Other/ Not Applicable	500
Plan and facilitate special family night activities that include Open House, Award Assemblies, Holiday Programs, and Extended Year Activities.	Classroom Teacher / Administrators / CIS	8/20/2007	6/11/2008	Other/ Not Applicable	500

Research-Based Programs

National Standards of PTSA
Passport to Success
Parents as Partners in Reading

Professional Development

Parents and teachers will actively collaborate, participate, and receive training for the following activities: Educational Excellence School Advisory Council (EESAC), Open House, Curriculum Areas, Parent Teacher Student Association (PTSA) through monthly 2nd Cup of Coffee, PTSA, and EESAC meetings. Parents have also been given a survey to complete expressing their needs and interests. The Parent Academy will be utilized to provide professional development for parents.

Evaluation

Parental and community involvement will show a ten percent increase over the 2006-2007 level of participation as identified in the 2006-2007 Annual Survey of Title I Parental Involvement.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

To ensure the safety of faculty, staff and students, decrease the number of suspensions, providing a wholesome learning environment.

Needs Assessment

Based the 2006- 2007 Attendance report school attendance will continue to be monitored in order to ensure achievement in all subject areas throughout the 2007-2008 school year.

Measurable Objective

Given the need to ensure that students demonstrate learning gains and display positive attitudes and behavior, the school will increase student attendance each quarter and insure discipline and safety.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish a committee with our stakeholders, in order to create a school-wide discipline plan.	School Security Personnel / Classroom Teacher / Administrators/Guidance Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the following programs in order to reduce the number of Referral Incidents ranging from disruptive conduct, fighting, defiance of school personnel, and provocative language: Do The Right Thing Youth Crime Watch 5000 Role Model (males) Right of Passage (females) Individual and Group Counseling School-wide Discipline Plan Police Athletic League (PAL) KAPOW Program	School Security Personnel / Classroom Teacher /Administrators /Student Services	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor and share with staff the School's Safety Report.	Administrators / Classroom Teacher / Guidance Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the School Safety Patrol program.	School Safety Patrol Sponsor / Administrators / Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide parents with a list of community agencies who may be able to assist them with needs that are specific to their child (ren).	Guidance Counselor / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement a school-wide Bullying Prevention Program.	Guidance Counselor / Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Bullying Prevention Program
Character Education
Drug Free School

Professional Development

All teachers will receive professional development in the following areas:
Conflict resolution
Classroom management that promotes student self-discipline
Counseling of at risk students

Evaluation

Edison Park Elementary School's 4th Quarterly attendance report will show improvement as compared to 93.83 in 2007.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

Continued achievement in Technology will be maintained or will increase annually.

Needs Assessment

Based on our 2007 report of SuccessMaker, students in grades K-5 will increase the use of technology in 2007-2008 by 50%.

Measurable Objective

Given instruction using computers, students in grades Kindergarten through five will increase the use of technology by 50 percent as evidenced by the Utilization Report from the use of SuccessMaker, FCAT Explorer, and Reading Plus as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Align strategies for standard curriculum to include technology throughout the curriculum in order to support student achievement.	Technology Resource Teacher / Classroom Teacher / Administrators	08/20/2007	6/11/2008	Other/ Not Applicable	0
Provide daily opportunities for students to engage in problem solving, critical thinking, and oral/written communication activities through technology.	Technology Resource Teacher / Classroom Teacher / Administrators	08/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the use of technology strategies in all classes using lesson plans, records of classroom observations and monitoring devices.	Technology Resource Teacher/ Classroom Teacher / Administrators	08/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize computer-assisted resources such as FCAT Explorer, Riverdeep, SuccessMaker, Reading Plus and Accelerated Reader to reinforce the students reading, writing and math skills.	Technology Resource Teacher / Classroom Teacher / Administrators	08/20/2007	6/11/2008	Other/ Not Applicable	0
Identify students scoring below Level 3 in grades 3 through 5 on the FCAT and/or are not making acceptable learning gains. Provide appropriate intervention such as small group instruction, additional time devoted to reading, writing, and math instruction and after-school tutoring by using technology.	Technology Resource Teacher / Classroom Teacher / Administrators	8/7/2006	6/11/2008	Other/ Not Applicable	175000

Research-Based Programs

Riverdeep
SuccessMaker
Reading Plus

Professional Development

Teachers are provided ongoing staff development from district personnel. The school Professional Development Team and grade level chairperson will ensure that all staff members are exposed to the best technologies practices.

All teachers have been in-serviced on Accelerated Reader, Riverdeep, SuccessMaker, Reading Plus and FCAT Explorer.

Delivery of professional development training includes model lessons and follow-up activities, that ensure the transfer and application of newly learned strategies and techniques.

Evaluation

Monthly utilization reports will be based on SuccessMaker, Reading Plus, FCAT Explorer and Riverdeep provided by the Technology Facilitator, Math Facilitator, Reading coach and Curriculum Support Specialist.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

To improve Student Health and Physical Fitness

Needs Assessment

The needs assessment of Physical Education will focus on four areas which are (1) Developing lifelong fitness skills, (2) demonstrate knowledge of fitness standards (3) demonstrate respect and cooperation towards persons of like or different abilities while participating in various activities. According to the results of the 2006-2007 FITNESSGRAM 100 percent of students took the test and 33% had passing scores. This indicates a need for our students to become more physically active and health conscious.

Measurable Objective

Given instruction using the guidelines for National Standards for Physical Education, 50% of students will receive a Gold/Silver on the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Compare the data given from the Pre-and Post-tests in order to measure students improvement levels.	Physical Education Teacher / Administrators	8/20/2007	06/11/2008	Other/ Not Applicable	0
Monitor Physical Fitness Program to ensure appropriate activities are selected that are specifically related to assessment component items.	Physical Education Teacher / Administrators	08/20/2007	06/11/2008	Other/ Not Applicable	0
Ensure appropriate amount of instructional time is dedicated to fitness related activities such as, cardiovascular, flexibility, and muscular strength and endurance, on a daily basis.	Physical Education Teacher / Administrators	08/20/2007	06/11/2008	Other/ Not Applicable	0
Use data from the FITNESSGRAM Pre-test to determine baseline measures for students.	Physical Education Teacher/Administrators	08/20/2007	06/11/2008	Other/ Not Applicable	0

Research-Based Programs

2007-2008 FITNESSGRAM

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the current guidelines for health and fitness, and other assessments tool to be used to measure students knowledge of health and becoming physically fit.

Evaluation

2007-2008 FITNESSGRAM

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Our students will participate and perform in Performing and Visual Arts.

Needs Assessment

Based on the participation in the Performing and Visual Arts Program in 2006 - 2007 our students will increase participation in 2007 - 2008 which will help them to focus on their personal strengths and critical thinking.

Measurable Objective

Given the need to establish cultural awareness, 50 percent of students at Edison Park Elementary school will participate in the Performing and Visual Arts program as evidenced by attendance rosters during the Easter Seals after-school program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Oversee the use of reading and writing strategies in all special area classes using lesson plans and records of classroom observations as monitoring devices during our extended school day and visual and performing arts program.	Art Teacher / Classroom Teacher / Administrators / Music Teacher/ Media Specialist	08/20/2007	06/11/2008	Other/ Not Applicable	0
Create "Productions" that will enable the students of the Art/Chorus/Drum and Instrumental Club to showcase their talents to the parents and community.	Music Teacher / Art Teacher / Drum Corp Sponsor/ Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide daily opportunities during the extended day, for students to engage in enrichment activities through special areas instruction.	Art Teacher / Classroom Teacher / Administrators / Music Teacher / Media Specialist	08/20/2007	06/11/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Teachers will be provided with professional development for their areas of Performing and Visual Arts instruction.

Evaluation

Easter Seals Attendance Rosters

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

Needs Assessment

The Return on Investment index indicates that in the State of Florida Edison Park Elementary School is in the lowest 3 percent of all elementary schools. The percentage of students making learning gains at the school is in the lower 3 percent of elementary schools. The money spent per student in the school is in the upper 3 percent of all elementary schools. The percent of students making learning gains need to increase from 57 percent to 62 percent in Math and 70 percent to 75 percent in Reading. A qualitative cost analysis team is needed.

Measurable Objective

Edison Park Elementary School will improve its ranking on the State's Return on Investment Index as evidenced by a minimum of a 10 percent increase in the number of students performing at/or above grade level in reading and mathematics as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators/Classroom Teachers	08/20/2007	06/11/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators/ Classroom Teachers	08/20/2007	06/11/2008	Other/ Not Applicable	0
Collaborate with the district/zone on resource allocation.	Administrators/ Classroom Teachers	08/20/2007	06/11/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators/ Classroom Teachers	08/20/2007	06/11/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

The faculty and staff will be provided with professional development in the Continuous Improvement Model.

Evaluation

This goal will be measured using the results from the 2008 administration of the FCAT.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

In accordance with Article XXVI of the UTD/M-DCPS Contract, the EESAC at Edison Park Elementary shall assist in the preparation of the school's annual budget by developing recommendations for the expenditure of school budgeted funds that are in support of the goals in the SIP.

Training:

The EESAC shall receive a copy of the school's current budget and appropriate budget orientation/training will be given by the principal (or designee). Additionally, the EESAC Chair along with the Leadership Team has participated in training for writing the SIP.

Instructional Materials:

With the implementation of the School Improvement Zone, all instructional materials used here at Edison Park Elementary are researched-based and have proven success in schools with similar demographics.

Technology:

In order to propel our students into a technological society, Edison Park Elementary offers a curriculum enhanced by computer-based support (software, Internet access, and various online services). However, trend knowledge indicates that Edison Park Elementary School has not consistently experienced significant improvement in student achievement in Mathematices and Reading through the use of technological advances. The review process has worked phenomenally with the school, allowing teachers to continuously tailor the students program, based on computer generated reports. Additionally, daily participation allows mastery of benchmark standards as students work at their own pace.

The Continuous Improvement Model focuses on data differentiated instruction will allow for most effective use of technology. They will also ensure that teachers, parents, students, and community members understand what role technology is playing in a school or district and how its impact is being evaluated. Edison Park Elementary School has established steps to redirect the existing technology for instructional purposes both within the classroom and in the computer lab. Technology is used as a tutorial, a means to explore a tool to create, compose, store and analyze data, and a means to communicate with others. Utilizing of the existing resources will enable the implementation of technology into the curriculum.

Staffing:

As required by the School Board rule 6Gx13-1B1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and educational support employees elect educational support representatives. The principal and the designated United Teacher of Dade steward are required members. The principal appoints business/community representatives. The EESAC members must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by the school board of Miami-Dade County to insure compliance.

Student Support Services:



School Improvement Plan

2007-2008



The students here at Edison Park Elementary are provided with the Guidance Counselor who incorporates "Character Education" lessons into "regular" curriculum. Additionally, the Guidance Counselor facilitates "Peer Mediators", as well as small groups and one on one counseling sessions. The Guidance Counselor further assists parents in locating appropriate community services that are specific to their needs.

Other Matters of Resource Allocation:

N/A

Benchmarking:

The decision making process here at Edison Park Elementary is based on collaboration among various school site organizations such as the Sunshine Committee, Grade-Level Chairs, Leadership Team, Professional Development Team, EESAC, PTSA, and the Administrators.

School Safety & Discipline:

The EESAC is working cooperatively with Edison Park Elementary School's Leadership Team and have developed a Discipline Plan that addresses the student body.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	20315
Parental Involvement	1000
Discipline & Safety	0
Technology	175000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	196315



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

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.

Region Superintendent