

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Gertrude K. Edelman Sabal Palm Elementary School (4801)

Feeder Pattern - North Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Susan Blount

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Gertrude K. Edelman Sabal Palm Elementary School is a Title I funded school and proudly continues to shine and excel with great enthusiasm. The school was established in 1955 and sits on 9 acres of land located at 17101 Northeast 7th Avenue in the heart of North Miami Beach, Florida. Gertrude K. Edelman Sabal Palm Elementary is situated in a multicultural community, nestled in a residential neighborhood with 48 classrooms and 9 portables. Our faculty and staff consists of 40% Black Non-Hispanic, 25% White Non-Hispanic, 35% Hispanic and a diverse ethnic student population of approximately 901 students in grades PK - 5 (77.3% Black Non-Hispanic, 1.6% White Non-Hispanic, 15.3% Hispanic, and 5.8% Asian/ Indian/ Multiracial) with a student mobility of 20% and local and national programs designed to meet the needs of the stakeholders and the student body. Gertrude K. Edelman Sabal Palm's Dade Partners are Loehman's Publics, Kiwanis Club and the City of North Miami Beach. Our Free and Reduced Lunch Program is at 86%. Gertrude K. Edelman Sabal Palm Elementary has Gifted pull-out classes, English Language Learners (ELL) and Special Education (SPED) Students. We have ELL pull-out for Levels 1 and 2, and Inclusion for the SPED students. We will be offering a Family Literacy Program Grant through Lindsey Hopkins, a Learning Today Grant, as well as an Academic Excellence Program (AEP) for Literature, Science and Music. This is our third year with the Extended Foreign Language (EFL) program offering Spanish to two classes in grades K-3. Our NO CHILD LEFT BEHIND (NCLB) students in grades three through five for Reading Level 1 are 58 students and Level 2, 45 students. Our mathematic Level 1 students in grades three through five are 37 and Level 2 are 63 students. The school's class size for K-3 is approximately 18.5 and for grades 4-5 is approximately 21.5. Our attendance rate is at 98.23% (first in Region II and fourth in the District). Gertrude K. Edelman Sabal Palm will feed into a new middle school (State School PP-I) with a number students feeding into John F. Kennedy Middle. All of our students feed into North Miami Beach Senior High.

Gertrude K. Edelman Sabal Palm Elementary School dedicates itself to providing multiple educational services to the entire student body starting with Pre-Kindergarten through the fifth grade. Our Pre-Kindergarten consists of a SPED class as well as a Voluntary Pre-Kindergarten (VPK). The Instructional Staff's level of Education shows that 44% have a Master's Degree, 9% have a Specialist's Degree and 1 teacher is Nationally Board Certified. Instruction across the curriculum (including art, music and physical education) is aligned to Miami-Dade County Public Schools Competency Based Curriculum and the Sunshine State Standards. Gertrude K. Edelman Sabal Palm's leadership team consists of the Principal, Assistant Principal, Reading Coach, Mathematics/Science Coach, Union Steward, Community Involvement Specialist (CIS) and the Counselor. Teachers utilize Project CRISS strategies in order to comply with the District's Comprehensive Research-Based Reading Plan for the purpose of improving standardized test results. Gertrude K. Edelman Sabal Palm Elementary School views itself as a community school with a rich technological environment. The school is equipped with two full computer laboratories designed to meet the students' needs, ranging from remediation to tutorial services, as well as an evening school Family Literacy Program (parent/student teams). In addition to two computer laboratories, internet access is in all regular classrooms and in the media center. The media specialist works consistently and collaboratively with teachers to infuse research based technology in lessons. In an effort to enhance reading skills school-wide, the media specialist also manages the Accelerated Reader Program. The Computer Lab's instructional staff manages the Reading Plus Program. The PTA, in conjunction with the administration, has made a commitment to the overall beautification of the school by continuing to maintain the butterfly garden and various palms and shrubs. The PTA has also purchased classroom libraries for all kindergarten through third grade classrooms.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test (70% to 75%).

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration on the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test. (62% to 67%).

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test (48% to 73%).

Given school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community workshops as evidenced by comparing the hourly logs on the 2006-2007 to the 2007-2008 school year (46 hours to 55 hours).

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions (17) during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, students in grades three through five will augment their usage and completion of forty plus lessons in the Reading Plus computer program as evidenced by a 5 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year (72% to 77%).



School Improvement Plan 2007-2008



Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will pass at least five out of the six fitness tests (One Mile Run, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift, and Skinfold) as evidenced by 63% of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase by 5% during the 2007-2008 school year as compared to the 2006-2007 school year (118 students to 151 students)

Gertrude K. Edelman Sabal Palm Elementary School's Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Gertrude K. Edelman Sabal Palm Elementary School identified the Strategic Planning and Process Management as our two areas for improvement based upon the results of the Organizational Performance Improvement Snapshot Survey. The rationale for the selection of these two areas is that the scores were lower than the other categories. In order to improve the areas targeted, more input will be encouraged between regular classroom teachers, special area teachers and school support personnel. Opportunities for faculty collaboration will be provided on a consistent basis throughout the year via grade level, faculty and leadership meetings. The Strategic Planning and Process Management categories go hand in hand towards improvement at Gertrude K. Edelman Sabal Palm.



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.

4801 - GERTRUDE K. EDELMAN SABAL PALM ELEMENTARY SCHOOL

VISION

It is our belief that a child-centered program creates an atmosphere in which children can develop academically, physically, socially, morally and emotionally to their fullest potential in order to become contributing members of a technological and global society.

MISSION

Our primary needs continue to be academic and purpose-centered in nature.

- A. Acquisition of a strong foundation in reading, mathematics, communication and development of critical-thinking and problem solving.
- B. Fostering of high expectations, a positive self-concept, respect for each other and respect for adults.
- C. Focus on involvement and interaction of all stakeholders to include the parents, teachers, students and the business community.
- D. Provision of a technology-rich environment.

CORE VALUES



School Improvement Plan 2007-2008



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.

School Demographics

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School Foundation

Leadership:

The Leadership component of the survey reflects an above average score of 4.6 out of a perfect score of 5 points. The majority of staff members feel that the school leadership is an area of strength.

District Strategic Planning Alignment:

The score for the District Strategic Planning Alignment component is 4.4 out of a perfect score of 5 points which indicates that more communication is needed between District and school, school and grade level teachers, special area teachers and school support personnel.

Stakeholder Engagement:

The customers are satisfied with the product generating a score of 4.6 out of a perfect score of 5 points. Faculty and staff know who their customers are and feel they are a part of the decision-making process.

Faculty & Staff:

The score for this component of the survey was 4.6 out of a perfect score of 5 points. Faculty and staff feel needed and safe in the workplace, and desire to increase morale in the school.

Data/Information/Knowledge Management:

Data/Information/Knowledge Management was the highest scoring component of the entire survey with a score of 4.7 out of a perfect score of 5 points. Faculty and staff know how to analyze the quality of their work to see if changes are needed, and feel they receive important information needed to do their job effectively.

Education Design:

The score for Process Management was 4.5 out of a perfect score of 5 points. Faculty and staff receive information regarding the quality of their work, and have sufficient resources in order to perform their jobs satisfactorily.

Performance Results:

This component received a score of 4.5 out of a perfect score of 5 points. Faculty and staff are satisfied with how they are perceived within the school and the community.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

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

Gertrude K. Edelman Sabal Palm Elementary students will read on or above grade level.

Needs Assessment

The data tells us, regarding the reading strategies, that the reading goal and the measurable objective was not met, as documented by the drop in third grade FCAT reading test scores of 13% on the 2007 FCAT. An important factor ignored in the data analysis of the prior year was second grade SAT 10 scores and the needs and reading abilities of incoming second grade students to third grade.

Going into the 2006-2007 school year a total of 77% of the students school wide were reading on or above grade level according to the School Performance Accountability results, and the expectation to increase that by 1% in the third, fourth, and fifth grades did not seem unreasonable. Yet, data regarding the status of the strategies indicates that strategies which did not concentrate on the targeted students incoming to grades three, four, and five, were more easily met than the strategy written to increase reading levels through the identification and remediation of reading weaknesses. This was largely due to lack of diagnosis of reading problems of second grade students promoted to third grade.

Reading test data on other assessment instruments throughout the school year indicated a stronger need for concentration and focus on targeted students with a narrowing of strategies to a particular group of students as test data indicates a need to do so.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test (70% to 75%).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Reading Assessment and the District Interim Assessment to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Principal, Assistant Principal, Reading Coach, EESAC Chair	8/20/2007	6/5/2008	Continuous Improvement Model	1300
Implement the Comprehensive Research-Based Reading Plan (CRRP) with intensive focus on teaching the Core Reading Program (Houghton-Mifflin) with fidelity in grades Kindergarten, one, two, three, four and five.	Principal, Assistant Principal, Reading Coach, Grade Level Teachers/Chairs k-2, PTA	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize Accelerated Reader/STAR, Reading Plus, and Learning Today programs to reinforce and enhance reading skills.	Principal, Assistant Principal, Grade Level Teachers, Media Specialist, Computer Lab Instructional Staff	8/20/2007	6/5/2008	Academic Enrichment Opportunities	13000
Conduct on-going grade level instructional meetings with Reading Leader, administration and leadership team in order to facilitate appropriate reading instructions for each child.	Principal, Assistant Principal, Reading Coach, Grade Level Chairs/Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	58127
Identify Tier 2 and Tier 3 students in third grade and provide intensive alternative instruction in reading.	Principal, Assistant Principal, Computer Lab, Instructional Staff, SPED Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Offer staff development that allows teachers to increase knowledge of Pacing Guides, Best Practices, and data driven instructions.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement tutorials two to three times per week and Saturday Academy classes to provide students with performance-based activities to improve reading skills in grades two through five.	Principal, Assistant Principal, Reading Coach, Grade Level Teachers	10/3/2007	2/29/2008	Continuous Improvement Model	2500
Provide an additional thirty minutes of small group reading instruction in addition to the required ninety minute block to identified Tier 1 and Tier 2 students in grades three, four, and five.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Develop and implement the use of instructional focus calendars for reading at each grade level.	Principal, Assistant Principal, Computer Lab, Instructional Staff, SPED Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Reading Basal Series Waterford
 Voyager Passport
 Reading Plus

Professional Development



School Improvement Plan 2007-2008



Reading Plus
FCAT Item Specifications
Differentiated Instruction
Student Performance Indicators
District Interim Assessments
District Pacing Guide
Learning Today
Voyager Passport
Continuous Improvement Model
Houghton Mifflin Reading Series

Evaluation

District Interim Assessments of Reading
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Comprehensive English Language Learning Assessment (CELLA)
IDEL used for Spanish speaking students along with Florida Kindergarten Reading Screener (FLKRS)
School Wide Pre/Progress/Post Benchmark Assessments
2008 FCAT Reading Test
Accelerated Reader Reports
Reading PLUS Reports
Direct Assessment of Reading (DAR)

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Gertrude K. Edelman Sabal Palm Elementary students will demonstrate increased performance in mathematics.

Needs Assessment

An analysis of the data attained from the School Performance Accountability results indicate that 70% of the students tested made learning gains in mathematics. Data indicated that the weakest area in mathematics was in grade four in Geometry, Algebraic Thinking, Data Analysis. There is a need to increase student knowledge in all of these areas. The weakest area in fifth grade was number sense. There is a need to purchase additional materials to address the various benchmarks, as budget allows, and a need to hire additional personnel to work with students in small groups.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration on the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test. (62% to 67%).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Mathematics Assessment and the District Interim Assessment to identify strengths and weaknesses and develop instructional focus calendars for mathematics.	Principal, Assistant Principal, Grade Level Chairs, EESAC Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement tutorials two to three times per week and Saturday Academy classes to provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communications as monitored by benchmark assessments.	Principal, Assistant Principal, Grade Level Chairs, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	2500
Conduct grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards (benchmarks).	Assistant Principal, Grade Level Chairs, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Continuous Improvement Model to support differentiated instruction.	Principal, Assistant Principal, Grade Level Chairs, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Riverdeep and FCAT Explorer resources to improve mathematics skills.	Principal, Assistant Principal, Grade Level Chairs, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Utilize FCAT Mathematics Item Specifications in grades three through five and the District Mathematics Pacing Guide for grades Kindergarten through fifth grade.	Principal, Assistant Principal, Grade Level Chairs, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Enhance instruction with the addition of a Mathematics Coach and supplementary materials.	Principal, Assistant Principal, Mathematics Coach	8/20/2007	6/5/2008	Academic Enrichment Opportunities	54000
Utilize online Harcourt Intervention Program to supplement the State Adopted Textbook Series.	Principal, Assistant Principal, Mathematics Coach	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Disaggregate and analyze data from pre/progress/post tests in school and District Mathematics assessments.	Principal, Assistant Principal, Mathematics Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Coordinate the District Pacing Guide with the Schoolwide Instructional Focus Calendar.	Principal, Assistant Principal, Mathematics Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Harcourt Brace Math Textbook Series
Riverdeep
FCAT Explorer

Professional Development

Data Analysis: Linking Data to Instruction
District Interim Assessments
FCAT Item Specifications
Grade level training for online Harcourt Mathematics Center
Continuous Improvement Model
Riverdeep
FCAT Explorer
Edusoft

Evaluation



School Improvement Plan 2007-2008



The 2008 FCAT Mathematics Test
Weekly and Bi-weekly Teacher Authored Assessments
Monthly Benchmark Assessments
Harcourt Textbook Assessments
District Interim Assessments

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

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Writing Statement

Gertrude K. Edelman Sabal Palm Elementary students will communicate effectively through writing.

Needs Assessment

The needs assessment data for the writing goal indicated that once the 2007 FCAT writing test was filtered, 90% of students in fourth grade met the standard of 3.5 or above in writing. A weakness in narrative writing was noted. Narrative writing, as indicated by data on the 2008 FCAT, shows that two more students made a higher score in expository writing than in narrative writing. Therefore, narrative writing continues to be only a slight weakness.

NCLB Subgroup Target

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Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Writing+ Assessment to identify strengths and weaknesses and develop an instructional focus calendar for writing.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Exhibit publications of student writing in the areas of fiction and non-fiction in public places.	Principal, Assistant Principal, Media Specialist, Dade Partners, Teacher of the Gifted	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Enter appropriate grade level writing/essay contests at county and state levels.	Principal, Assistant Principal, Grade Level Teachers, Teacher of the Gifted, Media Specialist	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Share daily journals with peers, parents and community.	Principal, Assistant Principal, Fourth Grade Level Teachers, Teacher of the Gifted, SPED Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Develop and implement school-wide pre/post writing tests including Writing+, Narrative and Expository writing.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct and analyze District mandated pre/post writing tests.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement tutorial programs two or three times per week and Saturday Academy classes to provide students with performance-based activities to improve writing skills.	Principal, Assistant Principal, Reading Coach	9/1/2007	6/5/2008	District-wide Literacy Plan	5000

Research-Based Programs

Houghton Mifflin Reading Series
Supplemental writing materials

Professional Development

Writing strategies
FCAT Writing Prompts
Holistic Scoring
Use of FCAT Writing Test Item Specifications
Writing Centers

Evaluation

School Wide Pre/Progress/Post Writing Assessments
District Provided Pre/Post Writing Assessments
2008 FCAT Writing+

Science Goal

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

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Science Statement

Gertrude K. Edelman Sabal Palm Elementary students will apply Science processing skills when investigating new concepts.

Needs Assessment

Data attained from the 2007 FCAT Science test indicated that 31% of fifth grade students scored a Level 3. The low performing areas were Physical/Chemical, Earth/Space, Life/Environmental and Scientific thinking. There is a need to raise these low performance areas and to purchase science experiment kits. If budget permits, the addition of a science leader is needed.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test (48% to 73%).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the State sample Science Assessment for grade five to address FCAT Science weaknesses to drive instruction.	Principal, Assistant Principal, Grade Level Chairs, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Encourage student participation in a School-Wide Science Fair.	Principal, Assistant Principal, Grade Level Teachers, Teacher of the Gifted, SPED Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	1000
Disaggregate and analyze data from the 2007 FCAT Science Test and the District Interim Assessments to identify strengths and weaknesses.	Principal, Assistant Principal, Fifth Grade Teachers, Science Fair Committee, Teacher of the Gifted	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide extended support services with the addition of a Science Coach.	Principal, Assistant Principal, Science Coach, Fifth Grade Teachers, Teacher of the Gifted	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Extend block scheduling times for fifth grade teachers to conduct weekly experiments.	Principal, Assistant Principal, Grade Level Chairs, Teachers, EESAC Chair	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide enhanced services for the improvement of the Science curriculum by utilizing the hands-on Science kits in weekly science experiments.	Principal, Assistant Principal, Science Coach	8/20/2007	6/5/2008	Continuous Improvement Model	54598.58
Disaggregate and analyze data from pre/progress/post tests in school and District Science assessments for data driven instruction.	Principal, Assistant Principal, Science Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Align the District Pacing Guide with the Schoolwide Instructional Focus Calendar and new science text books.	Principal, Assistant Principal, Science Coach	8/20/2007	6/5/2008	Continuous Improvement Model	66819.5

Research-Based Programs

Scott Foresman Science Textbook Series
Scott Foresman Science Kits

Professional Development

Focus on the four clusters of Science
Science Item Specifications
Scott Foresman Textbook Series and Science Kits
Continuous Improvement Model
Science Centers

Evaluation

2008 FCAT Science Test
School Wide Pre/Progress/Post Tests
Monthly Benchmark Assessments
District Interim Assessments

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Gertrude K. Edelman Sabal Palm Elementary will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Gertrude K. Edelman Sabal Palm strongly believes that increasing parental involvement leads to greater student achievement. Despite our best efforts, more parents should attend workshops and meetings to become more involved in the school. Many parents, however, work several jobs and are not able to attend school functions. Based on the Title I Annual Survey of Parental Involvement (46 hours in 2006-2007), participation will increase by 5% on the 2007-2008 hourly log in sheets.

Measurable Objective

Given school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community workshops as evidenced by comparing the hourly logs on the 2006-2007 to the 2007-2008 school year (46 hours to 55 hours).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct workshops relevant to curriculum priorities (reading, writing, mathematics and science) in the evening and during the day to accommodate all parents.	Principal, Assistant Principal, Community Involvement Specialist, Family Literacy Staff, District Bilingual Staff, PTA	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide and maintain a parent resource center with instructional materials for checkout and use at home.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Maintain an ongoing channel of communication (in students' home language) between the home and the school through the use of Connect Ed., student progress reports, report cards, letters, monthly calendars, Parent Bulletin Board, Marquee, informational flyers, school newsletters, parent/teacher conferences and home visits by the Community Involvement Specialist.	Principal, Assistant Principal, Faculty and Staff	8/20/2007	6/5/2008	Exchange Meaningful Information	30781
Provide referrals to outside agencies for parents in need of medical assistance, housing and/or counseling services.	Principal, Assistant Principal, Counselor.	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Provide assistance to parents completing applications for Free and Reduced Price Meals.	Principal, Assistant Principal, Office Staff and Community Involvement Specialist.	8/20/2007	6/5/2008	Parental Choice Options	0
Contact parents of students with five or more absences.	Principal, Assistant Principal, Counselor, Community Involvement Specialist.	8/20/2007	6/5/2008	Truancy Prevention	0

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parental/Family Involvement Program.

Professional Development

Monthly EESAC meetings
 PTA meetings
 Title I Community Involvement Workshops
 Teaching Children to Read
 Parent Workshops
 Kiwanis
 Open House/Resource Fair
 Honor Roll Assemblies

Evaluation

Parental Involvement will increase by 5 percentage points on the 2007-2008 level of participation, as reflected in the data obtained from hourly logs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Gertrude K. Edelman Sabal Palm Elementary will provide a safe and disciplined environment for all students.

Needs Assessment

The data attained from the District SCM report indicates the emphasis of the school's safe and orderly, yet fair and friendly environment, overwhelmingly supports the discipline and safety goal. The measurable objective to decrease more than the required 10% of outdoor suspensions was met. Outdoor suspensions were reduced by 58% in the 2006-2007 school year. Therefore, there remains a need to further reduce outdoor suspensions.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions (17) during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Parent/Teacher Conferences on an ongoing basis to discuss behavior.	Principal, Assistant Principal, Parents, Counselor, Classroom Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Conduct School Support Team meetings based on referrals from teachers.	Assistant Principal, Counselors, School Psychologist, School Social Worker, Teacher, Parent	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Implement after school detentions based on violations of the Code of Student Conduct.	Assistant Principal, Security, Counselor	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Increase the visibility of adults and role models including security, counselor, safety patrols, crossing guards and cafeteria monitors and daily communication through the Closed-Circuit TV (CCTV).	Principal, Assistant Principal, School Security, School and Municipal Police Forces	8/20/2007	6/5/2008	Safe and High-quality Facilities	3000
Implement safety programs such as Walk Safe, DARE, Terrific Kids of the Week and Do the Right Thing.	Principal, Assistant Principal, P.E. Teachers, Counselor, Grade Level Chairs, Support Staff, School and Municipal Police Forces	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Implement Saturday detentions based on violations of the Code of Student Conduct.	Principal, Assistant Principal, Security Counselor	8/20/2007	6/5/2008	Safe and High-quality Facilities	1500
Implement a behavior modification program to decrease the amount of students receiving detentions.	Assistant Principal, Security, Counselor	8/20/2007	6/5/2008	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Cafeteria Behavior Management Program
 Dismissal Tips
 In-House Code of Student Conduct
 District/Regional Student Services Trainings

Evaluation

Student Case Management (SCM) Forms COGNOS.

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 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"/>

Technology Statement

Gertrude K. Edelman Sabal Palm Elementary school will implement the Reading Plus computer program for usage in grades three through five.

Needs Assessment

There is a need to increase the number of lessons completed by students in the Reading Plus computer program to enhance student comprehension and achievement.

An increase in the use of computers by all students in grades three, four and five was accomplished by use of the Reading Plus Program in a computer lab setting with the addition of twenty-one new computers. The Reading Plus Computer Program Lab was expanded from twenty-one to forty student stations for use by students during the 2006-2007 school year. Eighty-seven percent of students in grades three, four and five (375 students) showed an average fluency reading rate gain above the norm. The average grade level gain of third, fourth and fifth grade students reading at or above the norm is 2.3 as recorded by the Reading Plus Computer Program. Seventy-five percent of third, fourth and fifth grade students in the Reading Plus Program below the norm at the beginning of the school year decreased to only seven percent reading below the norm at the end of the year. Since many students did not complete more than thirty lessons, there is a need to increase the number of completed lessons before the 2008 FCAT Test.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through five will augment their usage and completion of forty plus lessons in the Reading Plus computer program as evidenced by a 5 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year(72% to 77%).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2006-2007 Reading Plus program and compare to the 2007-2008 data to identify the percentage increase of students completing forty plus lessons.	Principal, Assistant Principal, Reading Coach, EESAC Chair, Media Specialist, Computer Technologist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct Professional Development/Teacher Workshops for all teachers in grades three through five.	Principal, Assistant Principal, Computer Technologist, Media Specialist, Computer Lab Instructional Staff	8/20/2007	6/5/2008	Continuous Improvement Model	0
Schedule all third and fourth grade students into the computer lab for Reading Plus intervention instruction.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	3/1/2008	Advanced Academics	0
Implement an incentive program which encourages students to complete Reading Plus lessons on the computer with 70% accuracy.	Principal, Assistant Principal, Computer Lab Instructional Staff	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Monitor student progress in the Reading Plus program weekly in order to increase students' reading rate and reading comprehension.	Principal, Assistant Principal, Computer Lab Instructional Staff	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Accelerated Reader/STAR
 Reading Plus
 Harcourt Mathematics Online
 FCAT Explorer

Professional Development

Accelerated Reader Program
 Reading Plus
 HEAT
 Learning Today
 DIBELS Handheld
 Riverdeep
 FCAT Explorer
 Harcourt Mathematics Online
 Electronic Gradebook

Evaluation

Reading Plus Student Summary Reports.

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 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"/>

Health & Physical Fitness Statement

Gertrude K. Edelman Sabal Palm Elementary school will promote the overall health and fitness of students.

Needs Assessment

There is a correlation between physical fitness, positive self-esteem, good health, good attendance, thus resulting in higher student academic performance.

Information provided by the Gertrude K. Edelman Sabal Palm PE teachers indicates a need to increase the number of students from 58% (in 2006-2007) to 63% (in 2007-2008) meeting the District Fitness Criteria for gold and silver medals. Gertrude K. Edelman Sabal Palm strongly believes that a healthy body is a healthy mind which leads to high self-esteem and student performance.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will pass at least five out of the six fitness tests (One Mile Run, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift, and Skinfold) as evidenced by 63% of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze information from the 2006-2007 FITNESSGRAM Test to identify needs for improvement in Muscular Strength, Aerobic Capacity, Flexibility, Endurance, and Body Composition.	Principal, Assistant Principal, PE Teachers, EESAC Chair	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Provide nutritious breakfast/lunches for all students.	Principal, Assistant Principal, Food Service Staff	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Increase physical activities through the use of the FITNESSGRAM Log It Program.	Principal, Assistant Principal, PE Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Implement a Pre/Post FITNESSGRAM test to all students in grades two through five.	Principal, Assistant Principal, PE Teachers, Classroom Teachers	8/20/2007	6/5/2008	Student Wellness	0
Provide parents with a FITNESSGRAM report displaying their child's fitness test scores, and information on how to improve or maintain current fitness levels.	Principal, Assistant Principal, PE Teachers, EESAC Chair	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

M-DCPS FITNESSGRAM
Department of Food and Nutrition

Professional Development

FITNESSGRAM workshop

Evaluation

2008 Miami-Dade County FITNESSGRAM Test.

Electives & Special Areas 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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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"/>

Electives & Special Areas Statement

Gertrude K. Edelman Sabal Palm Elementary students will be given the opportunity to pursue a second language.

Needs Assessment

The data attained from Gertrude K. Edelman Sabal Palm EFL teachers indicates a need to increase the number of students participating in the EFL program. Enhancement of a second language is critical to cultivating the child as a whole. Speaking a second language has been correlated with improved performance in reading and mathematics.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase by 5% during the 2007-2008 school year as compared to the 2006-2007 school year (118 students to 151 students)

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data to identify the number of students participating in the EFL program in the 2007-2008 school year.	Principal, Assistant Principal, EFL Teachers	8/20/2007	6/5/2008	Dual Language	0
Participate in Honor Roll assemblies and the Reading Rally.	Principal, Assistant Principal, EFL Teachers	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Participate in Hispanic Heritage month activities.	Principal, Assistant Principal, EFL Teachers	8/20/2007	6/5/2008	Dual Language	0
Participate in EFL District competitions.	Principal, Assistant Principal, EFL Teachers	8/20/2007	6/5/2008	Dual Language	0
Integrate Sunshine State Standards Benchmark strategies in both Spanish and English reading lessons.	Principal, Assistant Principal, EFL Teachers.	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide parents with useful techniques and resources to continue and reinforce the use of a second language.	Principal, Assistant Principal, EFL Teachers.	8/20/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

Scott Foresman Cancionero.

Professional Development

Region/District World Language Inservices
 Continuous Improvement Model
 Houghton Mifflin Reading Series
 Scott Foresman Science Textbook Series
 Reading Plus
 Accelerated/STAR Reader

Evaluation

ISIS Reports

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

Return On Investment Statement

Gertrude K. Edelman Sabal Palm Elementary will improve its ranking on the State of Florida ROI Index publication from the percentile in 2005 to the 27th percentile on the next publication of the Index.

Needs Assessment

The most recent data supplied from FLDOE indicates that in 2004-2005, Gertrude K. Edelman Sabal Palm ranked at the 26th percentile on the State of Florida ROI Index.

Measurable Objective

Gertrude K. Edelman Sabal Palm Elementary School's Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC Committee	8/20/2007	5/30/2008	Business Process Redesign	0
Collaborate with the District on resource allocation.	Principal, Assistant Principal, Secretary/Treasurer	8/20/2007	5/30/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, EESAC Committee	8/20/2007	5/30/2008	Business Process Redesign	0
Continue shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, Family Literacy Staff	8/20/2007	5/30/2008	Business Process Redesign	0

Research-Based Programs

Not Applicable.

Professional Development

Budget Conferences for Principals
 FTE Workshop
 Money Matters for Principals
 Inservice for all stakeholders on efficiency and effectiveness of all programs.

Evaluation

The next State of Florida ROI Index Publication, Gertrude K. Edelman Sabal Palm will progress toward reaching the 31st percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC Committee discusses the budget on a continuous basis as needed.

Training:

The EESAC Committee is informed of all Professional Development activities.

Instructional Materials:

The EESAC Committee is apprised of current instructional materials used to increase student achievement.

Technology:

The EESAC Committee is informed of all selected software for student achievement.

Staffing:

The EESAC Committee is kept updated on all staff changes throughout the school year.

Student Support Services:

The EESAC Committee is knowledgeable about the services of the Student Support Team (SST).

Other Matters of Resource Allocation:

The EESAC Committee discusses and votes on the Florida School Recognition money and presents its proposals to the faculty and staff. EESAC matching funds are also discussed and voted upon.

Benchmarking:

The EESAC Committee is briefed on the correlation of benchmarking to the School Improvement Plan (SIP).

School Safety & Discipline:

The EESAC Committee is informed of all school safety and discipline issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	74927
Mathematics	56500
Writing	5000
Science	122418.08
Parental Involvement	30781
Discipline & Safety	4500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	294126.08



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