
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1601 - Edison Park Elementary School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Veronica Swindell-Wesley

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Edison Park Elementary School

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 which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

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 targets 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 the professional development effort, monitoring and supporting the direct services to Edison Park Elementary.

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will demonstrate high standards of performance in reading as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT as compared to 42 percent in the 2005 FCAT Administration.

Given instruction using the Sunshine State Standards, students in grades 3-5 will demonstrate high standards of performance in mathematics as evidenced by a minimum of 50 percent of students scoring at or above achievement level 3 on the 2006 FCAT Administration, as compared to 46 percent in the 2005 FCAT administration.

Given instruction using the Sunshine State Standards, students in grade four will improve their FCAT Writing Plus score by one percent or higher on the 2006 FCAT Writing Plus administration as compared to 80 percent of students scoring at 3.5 on the 2005 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their Science score as evidenced by a five percentage point increase of the mean scale score as documented by the 2006 FCAT Science administration, as compared to the mean scale score of 255 on the 2005 FCAT administration.

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 reflect a five percent gain of

participation in 2006.

Given the need to reduce the number of referral incidents and to have more parental involvement, to ensure that students display positive attitudes and behavior, referrals will be reduced by 10 percent as compared to the 2004-2005 school year.

Given instruction using computers, students in grades Kindergarten through five will increase the use of technology by five percent as evidenced by the Utilization Report from the use of SuccessMaker, Accelerated Reader, and Reading Plus as compared to 2004-2005.

Given instruction using the guidelines for National Standards for Physical Education, the number of students passing the 2005-2006 FITNESSGRAM will increase by a minimum of five percent as compared to thirteen percent in 2004.

Given the need to establish a link between school, home, and the community to support the efforts of cultural awareness, and students' self esteem, Edison Park Elementary school will recruit and maintain a minimum of thirty students in its performing and visual arts programs (Electives & Special Areas).

Edison Park Elementary School will improve its ranking on the state 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.

In order to build effective leadership at Edison Park Elementary, a mentoring program has been initiated for the principal. A retired principal has been identified to serve as a mentor and provide guidance.

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.

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

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 is a part of the Miami-Dade County Public School's Improvement Zone initiative. The Florida Department of Education has graded Edison Park Elementary as a "D" school. Its student population for the 2005-2006 school year consists of approximately 377 students in Pre-Kindergarten through grade five comprising of a multi-ethnic population; with an ethnic breakdown of ninety-two percent black, one percent White Non-Hispanic, and eight percent Hispanic. The majority of the population is of Haitian descent. Edison Park has fourteen percent of the students enrolled in Limited English Proficient (LEP) Programs; ninety-one percent of the students are on free or reduced lunch. In addition, Edison Park Elementary School is allocated Title I funds, which are used to reduce class size and address students' specific needs.

The students at Edison Park receive instruction in via a curriculum that is designed so that all core subject areas support the Florida Sunshine State Standards. Music, Art, Physical Education and Bilingual courses are also staples of the curriculum. Nineteen percent of Edison Park students are enrolled in the Exceptional Student Education (ESE) programs. The ESE population includes three Gifted students, twenty-four Learning Disabled students, sixteen Trainable Mentally Handicapped students, eighteen Educable Mentally Handicapped students, twelve Autistic students, and one Speech and Language student. These children have a wide range of exceptionalities and their social, emotional academic programs are governed by their Individual Educational Plans (IEP), and Education Plans (EP). In addition, the school provides services for Speech and Language Therapy, Occupational and Physical Therapy, and Guidance Services. The school also receives assistance from a school social worker, a school psychologist, a staffing specialist, and a school nurse. Specialty programs at the school include an Exceptional Student Education program with an Inclusion Model, English for Speakers of Other Languages program for Limited English Proficient students, an Academic Excellence Program (AEP) with an Art Appreciation/Chess component, and the Teaching Enrichment Activities to Minorities Program (TEAM) that provides service to students in second grade.

Two administrators, a principal and one assistant principal serve as the instructional leaders of the school. The Leadership Team also includes one Curriculum Support Specialist. The Edison Park instructional staff includes forty teachers: twenty-one in the general education curriculum, seven in Exceptional Student Education, and four in special subject areas. Other curriculum support team members include: one Reading Coach, two Math Facilitators and one Media Specialist. Student Service support personnel include one Community Involvement Specialist (CIS), one Counselor, and one School Nurse. Support personnel includes four paraprofessionals, four clerical employees, eight cafeteria employees, four custodial service staff, and two security monitors. The instructional staff is eighty-nine percent Black, five percent White, Non-Hispanic, five percent Hispanic, and one percent Other. This year the school welcomed four beginning teachers.

Edison Park Elementary School, located at 500 NW 67th Street, Miami, Florida, was established in the 1950's, and was named for a prominent inventor. The school is adjacent to the Athalie Range Park/Recreation Center. The school is comprised of one facility and is located in the heart of the Little Haiti community. Edison Park Elementary is part of the Miami Edison Senior High School feeder pattern.

School Foundation

Leadership:

Edison Park Elementary has established a Leadership Team consisting of the principal, assistant principal, curriculum support specialist, one reading coach, reading teacher, two math/science facilitators, guidance counselor, computer specialist, and media specialist. 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 will be trained by experts in the CIM; and will in-turn train the teachers at the school site in the most effective way to implement the CIM in their classrooms as well as schoolwide.

At Edison Park Elementary school the Professional Development Team consists of the Assistant Principal, Reading Coach, Math/Science Coach, Fourth/Fifth Grade-Level Chair, Second/Third Grade-Level Chair, Kindergarten/First Grade-Level Chair, Exceptional Student Education Teacher/Special Area Chair, SAC Chair, and United Teacher of Dade Building Steward. The team will continue to meet to discuss professional development needed in ways that professional development can be improved to bring about school-wide reform. As an extension, the School Improvement Zone will provide additional professional development opportunities for administrators, faculty, and staff. In addition, a professional development calendar will be created and updated continuously to focus on identified activities that will help strengthen instruction. With this in mind, the school can pinpoint areas where adjustments to the calendar need to be made based on professional development activities by administration, faculty, and staff through grade-level collaborative planning and weekly assessments.

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. Teachers are required to complete 56 hours of professional development during the 2005-2006 school year.

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 school-wide testing as well as simulated FCAT Mini Assessments, which are based on the Instructional Focus Calendar. The data from these assessments is reported to the administrators and disaggregated to help 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 involved in raising their achievement by participating in AEP, After-School and In-School Tutorials, Saturday Academy, TEAM, and the Extended-School Day intervention program.

Faculty & Staff:

Edison Park Elementary School utilizes common grade level planning to effectively implement instructional activities and strategies that will impact student achievement. Additionally, 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: Social Committee, Cultural Awareness Committee, Grant Writing Committee, Holiday Committee, Dade County Youth Fair Committee, Math & Science Committee, Spelling Bee Committee, Honor Roll Committee, Discipline and Safety Committee, American Education Week Committee, Open House Committee, Reading Fair Committee, and United Way Committee. Each committee works collaboratively with its administration to ensure the goals and objectives for the school are met. In an effort to provide much needed support to all teachers, a Professional Development Team has been established. The team surveys 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 by outside resources.

Data/Information/Knowledge Management:

Edison Park Elementary School is committed to the educational excellence of students via the utilization of innovative research based pedagogical strategies, which reinforces the mastery of poor academic areas. Our objective is to support school improvement through engagement and action research that lends itself to professional development to improve delivery on instruction. The implementing of the 8-Step Continuous Improvement Model (CIM), which is comprised of the following components: 1) disaggregate test data, 2) Develop and instructional timeline, 3) Deliver the instructional focus calendar, 4) administer frequent assessments, 5) use tutorials to reteach non-mastered target areas, 6) provide enrichment opportunities for mastery students, 7) reinforce learning through maintenance, and 8) monitor progress, it has proven itself to effectuate reform in a positive way.

Education Design:

After analyzing the results of the 2005 FCAT, the Leadership Team with collaboration from the faculty developed an Instructional Focus Calendar for Reading, Writing and Mathematics. This calendar helps to guide the instruction based upon the weaknesses of the students as determined by the last year's FCAT results, as well as, current school-wide assessments.

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.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

With the implementation of the School Improvement Zone, many teachers have been anxious to work at Edison Park Elementary School. This has enabled us to attract highly qualified teachers. We currently have four beginning teachers, one who is a product of "Teach For America". Currently, 30 percent of the teaching staff is new to the school. All of the regular education teachers are certified in Elementary Education. 25 percent of the instructional staff have earned advanced degrees.

• Highly Qualified, Certified Administrators:

Veronica Swindell-Wesley, Principal

Mrs. Wesley has been an educator for the past twenty-nine years. During her ten-year teaching tenure, she worked as a physical education teacher and a dance education teacher. While teaching, she was selected as Teacher of the Year to represent her school and served as a Department Chairperson. Mrs. Wesley's experiences as an administrator include: Project Facilitator for Talent Magnet Programs, District Coordinator for the Division of Life Skills and Special Projects, and District Instructional Supervisor. While working at the district level, Mrs. Wesley spearheaded the District's efforts to expand the Performing and Visual Arts Curriculum from isolated school-site offerings to become District-wide Talent Magnet Programs that provide continuity in arts instruction from elementary school through senior high school. While serving as an assistant principal at G.W. Carver Elementary School and at Miami Shores Elementary School, Mrs. Wesley worked closely with the teachers, parents, and the administration to enhance student achievement at both schools and move each school from a letter grade of C to an A. In July 2004, Mrs. Wesley was appointed Principal of Edison Park Elementary School.

Joseph Rubio, Assistant Principal

Joseph Rubio has an Associate in Arts degree in Criminal Justice, a Bachelor of Arts degree in Human Resources, Master of Science degree in Social Science Education, and he is certified in Educational Leadership, and Social Sciences (6-12). He started his career with Miami-Dade County Public Schools in 1996. His first assignment was as a Social Studies teacher at Paul W. Bell Middle School. During Mr. Rubio's tenure as a classroom teacher, he incorporated Creating Reading Independence through Student-owned Strategies (CRISS) into the social studies curriculum; thus reinforcing FCAT Reading Benchmarks through the content area. In addition, he built a Criminal Justice Program, sponsored clubs and taught chess. While teaching, he served as a Team Leader, Head coach of several sports, TEC Leader and UTD steward. In 1999, Mr. Rubio was awarded the Middle School Social Studies Teacher of the year award by the Miami-Dade Council for the Social Studies. In 2001, Mr. Rubio was part of the founding staff and administrative team of Doral Charter Middle-High School. He served as Athletic Director and Dean of Discipline. As Dean, Mr. Rubio was responsible for discipline of the whole school. His innovative approach to discipline, which includes listening to all parties involved before coming to a decision and issuing consequences, resulted in lower indoor and outdoor suspensions and fewer second time offenders; consequently, this directly correlated to student achievement. Upon his return to Paul W. Bell Middle, Mr. Rubio began teaching alternative education, coaching sports, taking on leadership roles. In addition, he worked closely with the Parent Teacher Student Association and administration to improve parental involvement. Paul W. Bell Middle School was a "B" school in 2003-2004. In 2005, he helped train the students and faculty in regard to data analysis. He helped conduct periodic FCAT Benchmark assessments. He was instrumental in planning the school-wide pep-rally and campaign to reclaim the "A". Paul W. Bell Middle School data driven decisions played a key role with Mr. Rubio. This helped to target students scoring in the lowest 25th percentile. In 2005, Paul W. Bell Middle School became an "A" once again. In August of 2005, Mr. Rubio became an assistant principal at Edison Park Elementary School.

• Teacher Mentoring:

All teachers new to the profession and/or the Miami-Dade County School system will be involved in the New Teacher Orientation provided by the District. The Reading Leader, Reading Coach, Math Facilitator, and Science Facilitator provide assistance to new teachers with planning, setting goals, creating curriculum mapping and instructional pacing, and effective classroom management strategies through mentorship and coaching.

Professional Growth Teams are supported through Professional Assessment and Comprehensive Evaluation System (PACES) in which veteran teachers are paired up with new teachers for support. The Professional Growth Team is comprised of staff members who are selected by the new teacher and the school site's principal. New teachers also participate in training sessions and receive follow-up, one-on-one mentoring, and coaching provided by the reading leader, administrative team, and grade level chairperson. Additionally, all staff will participate in professional development through the School Improvement Zone Support Team.

• School Advisory Council:

Edison Park Elementary School, in conjunction with the School Advisory Council (SAC), fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. SAC reviews, analyzes, and evaluates pertinent data to the school to make recommendations. SAC collaborates with site administrators through the forum of monthly meetings the third Wednesday of each month where the progress of school improvement goals are analyzed, available resources both fiscal and personnel are discussed, focusing on the seven areas specified in legislation (Budget, Training, Instructional Materials, Technology, Staffing, Student Support Services, School Safety, Discipline, Other Matters of Resource Allocation, and Benchmarking). Recommendations are made from the team keeping in mind the steps of the Continuous Improvement Model. Findings and recommendations are also discussed at monthly faculty meetings to stay on the track of our goals. The following are the members of SAC:

Veronica Swindell-Wesley, Principal, Black; Willette Cruse, UTD Representative, Black; Dale Hicks, EESAC Chairperson, Black; Channel Ward, Alternate Educational Support, Black; Carmel Alphonse, Teacher, Black; Henrietta Gross, Educational Support Employee, White; Karen Dickoff, Teacher, White; Wilma Delouis, Teacher, Black; Minna Larsson, Teacher, White; Martha Mompont, Alterenate Teacher, Black; Carla Cadet, Parent, Black; Betty Washington, Parent, Black; Betty Cooper, Alternative Parent, Black; Magali Melendez, Parent, Hispanic; Michael Roberts, Parent, Black; Latifah Davis, Student, Black; Shelby Pittman-Delancy, Alternate Student, Black; Charlie Coney, Business Community Representative, Black; Anthony Greenwood, Business Community Representative; Black; Jeffery Walters, Business Community Representative, Black; Camille Jones, Business Community Representative, Black.

• Extended Learning Opportunities

Edison Park Elementary School offers a wide array of additional learning opportunities for all students. Special tutorial programs will address the specific needs of each subgroup. Grade level teams will identify and organize materials to be used by tutors in tutorial services.

In-school tutorials in the area of reading will take place Monday through Friday from September 2005 to March 2006. Targeted students will be those in grades two through five who scored in the lowest 35 percentile of the FCAT Reading Test and SAT 10. In-school tutorials in the area of mathematics will take place Monday through Friday from September 2005 to March 2006. Targeted students will be those in grades three through five who scored Levels 1 and 2 on the 2005 FCAT Mathematics Test. The in-school tutorial will use the following research-based programs: Reading-Voyager Passport for Tier 2 and 3 students, Early Success, Soar to Success, Reading Plus, SuccessMaker, and Reading 180 tutorial programs. Math-Harcourt Brace Mathematics

Technology Component, SuccessMaker, FCAT Explorer, and Riverdeep. In addition, two after school tutorial programs will be funded through an Easter Seals grant: after-school and Saturday Academy. Targeted students are those scoring in the lowest 35 percent in grades two through five will be selected to participate in the after-school program which will be held Monday, Tuesday, Thursday, and Friday from October 2005 to February 2006 excluding Wednesday as a professional development day. The Saturday Academy will target 8 Tier 3 students in the third grade attending from 10:00 a.m. to 12:00 p.m.

Targeted students will participate in an extended day literacy program. A structured tutorial will address each student's identified reading deficiencies. The program used is Voyager Passport.

• School Wide Improvement Model

Edison Park Elementary will incorporate the research-based Continuous Improvement Model (CIM), an eight-step, data-driven results-oriented improvement model which regularly assesses students for remediation or enrichment based data. Steps will include disaggregating test scores, timeline development, instructional focus, assessments, tutorials, enrichment, maintenance, and monitoring.

Edison Park Elementary will participate in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 1 STATEMENT:

Continued achievement in reading will be maintained or increased annually.

Needs Assessment

Scores on the 2005 FCAT reading test indicate the following results: 41 percent of Black, 47 percent of Students with Disabilities, 42 percent of Free and Reduced Lunch students and 42 percent of LEP students met the state criteria for AYP. There was an increase of 4 percentage points for Black, 4 percentage points increase for Free and Reduced Lunch, and 10 percentage points increase for LEP. There was a decrease of 5 percentage points for Students with Disabilities, however AYP was still achieved.

Increases were shown in reading overall, an increase of 18 percent from 2004-2005. Our growth is attributed to many factors such as appropriate grouping of students, small group instruction 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 72 percent of 3rd graders, 57 percent of 4th graders, 59 percent of 5th graders who did not score at or above FCAT Achievement Level 3. In addition, there was 47 percent of students who did not demonstrate acceptable levels of learning gains in reading, and the 70 percent of the students scoring in the lowest 25 percent who did not demonstrate acceptable levels of learning gains.

Content cluster analysis indicates that in 2005 grade 3 scored the lowest in the area of words and phrases. Grade 4 needs additional improvement in words and phrases.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will demonstrate high standards of performance in reading as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT as compared to 42 percent in the 2005 FCAT Administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the 8- Step Continuous Improvement Model.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Monitor progress of students in grades K-5 utilizing Stop, Drop, and Test mini weekly assessments, monthly benchmark assessments, DIBELS, DAR, the STAR system, existing FCAT results, and benchmark testing provided by the reading department to instruct, remediate, and enrich at appropriate levels to improve student achievement.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
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 school tutorials and Saturday Academy.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
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 Coach / Math Facilitator	8/1/2005	5/26/2006
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 and FCAT Explorer.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Implement and monitor a school wide benchmark calendar that is aligned with the Sunshine State Standards for grades K-5.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Implement the CRRP with the intensive focus on guided reading and vocabulary development for grades K-5.	Classroom Teacher / Administrators	8/1/2005	5/26/2006

Utilize multimedia technology to improve and enrich reading comprehension for grades K-5.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
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Research-Based Programs

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.

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 in reading's 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 DIBELS 1 (K-3) Grades 4 and 5 Level and 1 and 2 students only, and SRUSS (K) will be used for screening. The Reading Standards Quarterly Assessment (Grades 2-5), DIBELS 1st, 2nd, 3rd and 4th quarters (Grades K-3), Portfolio (3), and writing assessments (K-1) will be used for progress monitoring.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 2 STATEMENT:

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

Needs Assessment

Scores on the 2005 Mathematics test indicate that 42 percent of Black students, 42 percent of the Free and Reduced Lunch students, 40 percent of the LEP, and 34 percent of Students with Disabilities did not score in the higher range of the 2004 Mathematics test.

Scores on the 2005 FCAT Mathematics test indicate that 46 percent of the students in grade 3 through 5 have scored at or above FCAT achievement level 3. This was an increase of 19 percentage points over the 2004 administration. 58 percent of the students in grades 3-5 demonstrated acceptable learning gain. This was a decrease of 10 percentage points over the 2004 administration.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will demonstrate high standards of performance in mathematics as evidenced by a minimum of 50 percent of students scoring at or above achievement level 3 on the 2006 FCAT Administration, as compared to 46 percent in the 2005 FCAT administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to assess students utilizing performance based assessment to enhance problem solving skills in mathematics.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Provide small group instruction-and after school tutorial services for students not meeting benchmark standards.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Monitor the progress of students in grades K-5 utilizing Hartcourt Math Florida Edition.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
Implement the 8-Step Continuous Improvement Model for school improvement.	Classroom Teacher / Administrators/ Math Facilitator	8/1/2005	5/26/2006
Utilize district provided long range plans in order to monitor the scope and sequence.	Classroom Teacher / Administrators/ Math Facilitator	8/1/2005	5/26/2006
Monitor progress of students in grades K-5 utilizing Stop, Drop, and Test mini weekly assessments and Monthly Benchmark Assessments provided by the Math Department to instruct, remediate and enrich at appropriate levels to improve student achievement.	Classroom Teacher/ Administrators/ Math Facilitator	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
Utilize computer assisted resources such as FCAT Explorer, RiverDeep, SuccessMaker, and FCAT Test Maker to reinforce and enhance skills in mathematics.	Classroom Teacher / Administrators/ Math Facilitator	8/1/2005	5/26/2006

Research-Based Programs

Harcourt Math Florida Edition
Riverdeep

Professional Development

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 2006 FCAT Mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 checked="" 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"/>

GOAL 3 STATEMENT:

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

Needs Assessment

The test scores on the 2005 FCAT Writing Plus test indicates that 80 percent of the students in grade 4 scored 3.5 or higher. The test scores for 2004 indicated a decrease of 10 percentage points during the 2005 school year.

As part of the FCAT test for 2006, 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their FCAT Writing Plus score by one percent or higher on the 2006 FCAT Writing Plus administration as compared to 80 percent of students scoring at 3.5 on the 2005 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the 8-Step Continuous Improvement Model for school improvement.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Incorporate classroom journal writing to provide additional writing opportunities.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Utilize graphic organizers in grades K-5 with intensive focus on planning.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Utilize data from District's Pretest narrative/expository writing prompts to establish differentiated instruction to ensure writing gains.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Ensure that all students are engaged in daily oral language review in order to become more proficient writers.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
Plan, implement and monitor a schedule for writing that includes daily instruction, monthly and bi-weekly prompts, and simple practice opportunities across the curriculum.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Using technology the teachers will implement the online Learning Express School Improvement Zone's writing project which consists of grade-appropriate writing assessments for grades 3 through 5.	Classroom Teachers / Administrators / Reading Coach / Curriculum Support Specialist	8/1/2005	5/26/2006

Research-Based Programs

Effective Writing Component of the Comprehensive Reading Plan

Professional Development

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

Evaluation

Success of meeting the objectives will be measured by scores on the 2006 FCAT Writing Plus Test.
Monthly and Bi-monthly assessments will be used to drive instructions.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 4 STATEMENT:

Student achievement in Science will increase annually to reflect mastery of Benchmarks of the Florida Sunshine State Standards.

Needs Assessment

Scores of the 2005 FCAT Science Test indicate that students in grade five scored a mean of 255, an increase of 35 mean points over scores of the 2004 FCAT Science administration. A score of 255 is a 31 point difference in comparison to the 286 district mean average and will increase by 5 percent in the 2006 FCAT Science administration.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their Science score as evidenced by a five percentage point increase of the mean scale score as documented by the 2006 FCAT Science administration, as compared to the mean scale score of 255 on the 2005 FCAT administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the 8-Step Continuous Improvement Model for school improvement.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
Coordinate and implement School wide authored Pre and Post Assessment in Science.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Utilize FOSS Kit science-related materials in the instruction of the Science Sunshine State Standards.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
Reinforce science content within the Reading/Language Arts curriculum through the use of non-fiction text.	Classroom Teacher / Administrators	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
Implement a monthly Science Day activity involving the entire school to enhance the use of the Scientific Process.	Classroom Teacher/ Administrators	8/1/2005	5/26/2006
Implement CRISS in grades K through 5 in science, math, reading, and writing to improve student achievement.	Classroom Teachers/ Administrators / Science Facilitators	8/1/2005	5/26/2006
Implement a Science Fair involving the entire school to enhance problem solving, cognitive thinking and the use of the scientific process.	Classroom Teacher / Administrators Curriculum Support Specialist	8/1/2005	5/26/2006

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 facilitators, 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.

Evaluation

District provided assessments, weekly performance based assessment and the administration of the 2006 FCAT Science Test will be used to analyze progress, redirect instruction for reinforcement, and or enrichment, and master benchmarks assessed.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 5 STATEMENT:

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

Needs Assessment

The data on the 2004-2005 Annual Survey of Title I Parental Involvement indicate a 2 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 reflect a five percent gain of participation in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/1/2005	5/26/2006
Provide information about THE PARENT ACADEMY and other literacy enhancements that promote personal growth for parents.	Classroom Teacher / Administrators / CIS/ Social Worker/Resource Teachers	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
Plan and facilitate special family night activities that include Open House, Award Assemblies, Holiday Programs, and Extended Year Activities.	Classroom Teacher / Administrators / CIS	8/1/2005	5/26/2006
Encourage and solicit community involvement through collaboration with Dade Partners and the School Volunteer Program.	Administrators/ Social Worker / Community Involvement Specialist/ Counselor	8/1/2005	5/26/2006

Research-Based Programs

National Standards of PTSA
Passport to Success

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).

Evaluation

Parental and community involvement will show a five percent increase over the 2004-2005 level of participation as identified in the 2005-2006 Annual Survey of Title I Parental Involvement.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 6 STATEMENT:

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

Needs Assessment

The school safety plan will continue to monitor and to assess student(s) behavior, school safety reports, and to help students make the right decisions while at school, in order to prepare students to become productive citizens.

Measurable Objective

Given the need to reduce the number of referral incidents and to have more parental involvement, to ensure that students display positive attitudes and behavior, referrals will be reduced by 10 percent as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a committee with our stakeholders, in order to create a school-wide discipline plan.	School Security Personnel / Classroom Teacher / Administrators/Guidance Counselor	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
Monitor and share with staff the School's Safety Report.	Administrators / Classroom Teacher / Guidance Counselor	8/1/2005	5/26/2006
Implement the School Safety Patrol program.	School Safety Patrol Sponsor / Administrators / Classroom Teachers	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
Implement a school-wide Bullying Prevention Program.	Guidance Counselor / Administrators	8/1/2005	5/26/2006

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 Safety Report will show a 10 percent decrease as compared to the 2004-2005 Safety Report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input 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"/>

GOAL 7 STATEMENT:

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

Needs Assessment

Based on global statistics the use of technology is essential throughout the curriculum to prepare our students to become productive computer literate citizens.

Measurable Objective

Given instruction using computers, students in grades Kindergarten through five will increase the use of technology by five percent as evidenced by the Utilization Report from the use of SuccessMaker, Accelerated Reader, and Reading Plus as compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/1/2005	5/26/2006
Align strategies for standard curriculum to include technology throughout the curriculum in order to support student achievement.	Technology Resource Teacher / Classroom Teacher / Administrators	08/01/2005	5/26/2006
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	08/01/2005	5/26/2006
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	08/01/2005	5/26/2006
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	08/01/2005	5/26/2006

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, Accelerated Reader, provided by the Math Facilitator, Reading coach and teacher logs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 8 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 thinking skills, (2) Listening skills, (3) following directions, and (4) To increase student participation by 10 percent on the Physical Fitness test. According to the results of the 2004-2005 FITNESSGRAM 13 percent of students 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, the number of students passing the 2005-2006 FITNESSGRAM will increase by a minimum of five percent as compared to thirteen percent in 2004.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Compare the data given from the Pre-and Post-tests in order to measure students' improvement levels.	Physical Education Teacher / Administrators	8/1/2005	5/26/2006
Use data from the FITNESSGRAM Pre-test to determine baseline measures for students.	Physical Education Teacher/Administrators	08/01/2005	5/26/2006
Monitor Physical Fitness Program to ensure appropriate activities are selected that are specifically related to assessment component items.	Physical Education Teacher / Administrators	08/01/2005	5/26/2006
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	08/01/2005	5/26/2006

Research-Based Programs

2005-2006 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

2005-2006 FITNESSGRAM

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input 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"/>

GOAL 9 STATEMENT:

Continued achievement of high standards in all special areas to ensure meeting the objective of the Sunshine State Standards and proficiency as measured by the District mean scale score.

Needs Assessment

Examination of 2005 FCAT scores indicate a need of increasing the use of Reading and Writing techniques in all special areas instruction. According to No Child Left Behind Act, the focus areas for this school will be the lowest 25 percent of students in grades 3 through 5 who did not score at or above FCAT Achievement Level 3.

Measurable Objective

Given the need to establish a link between school, home, and the community to support the efforts of cultural awareness, and students' self esteem, Edison Park Elementary school will recruit and maintain a minimum of thirty students in its performing and visual arts programs (Electives & Special Areas).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students scoring below Level 3 on the Reading and Writing FCAT and/or not making acceptable learning gains. Provide appropriate intervention such as small group instruction during In-school and After-school tutoring, additional time devoted to reading and writing while teaching special areas.	Art Teacher / Classroom Teacher / Administrators / Music Teacher / Media Specialist	08/01/2005	05/26/2005
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.	Art Teacher / Classroom Teacher / Administrators / Music Teacher/ Media Specialist	08/01/2005	05/26/2005
Provide daily opportunities during the extended day, for students to engage in critical thinking and oral/written communication activities through special areas instruction.	Art Teacher / Classroom Teacher / Administrators / Music Teacher / Media Specialist	08/01/2005	05/26/2005
Implement the School Safety Patrol Program	School Safety Patrol Sponsor/ Administrators	8/1/2005	5/26/2006
Create "Productions" that will enable the students of the Art/Chorus/Drum Club to showcase their talents to the parents and community.	Music Teacher / Art Teacher / Drum Corp Sponsor/ Administrators	8/1/2005	5/26/2006

Research-Based Programs

Reading Plus
SuccessMaker
Early Success
Soar to Success

Professional Development

Teachers are provided ongoing staff development from district personnel, the school Professional Development Team and grade level chairpersons in order to ensure that all staff members are exposed to the best reading and writing instructional strategies. All teachers were in-serviced on Accelerated Reader, 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 benchmark assessments on the FCAT will be provided by the Reading coach and Curriculum Support Specialist. Special Area teachers will be used to further fine tune and/or redirect the use of reading and writing through special instruction.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 10 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 58 percent to 60 percent in Math and 53 percent to 60 percent in Reading. A qualitative cost analysis team is needed.

Measurable Objective

Edison Park Elementary School will improve its ranking on the state 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.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators/Classroom Teachers	08/01/2005	05/26/2005
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators/ Classroom Teachers	08/01/2005	05/26/2005
Collaborate with the district/zone on resource allocation.	Administrators/ Classroom Teachers	08/01/2005	05/26/2005
Consider shared use of facilities, partnering with community agencies.	Administrators/ Classroom Teachers	08/01/2005	05/26/2005

Research-Based Programs

N/A

Professional Development

The faculty and staff will receive professional development in the correct implementation of the Continuous Improvement Model.

Evaluation

This goal will be measured using the results from the 2006 administration of the FCAT.

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:

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 Mathematics 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:

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.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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