
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4801 - Gertrude K. Edelman Sabal Palm
Elementary School

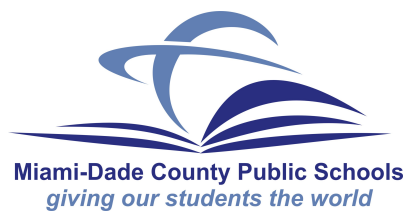
FeederPattern: North Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Raul Gutierrez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Gertrude K. Edelman Sabal Palm Elementary School

Gertrude K. Edelman Sabal Palm Elementary School proudly continues into the Twenty-First Century with great enthusiasm. Our school is situated in a multicultural community with our faculty and staff consisting of 36 percent Black Non-Hispanic, 22 percent White Non-Hispanic, 42 percent Hispanic and a diverse ethnic student population of approximately 928 students in grades PK - 5 (73.4 percent Black Non-Hispanic, 2.2 percent White Non-Hispanic, 18.4 percent Hispanic, and 6.0 percent Asian/ Indian/ Multiracial) with local and national programs designed to meet the needs of the stakeholders and the student body. Our school also offers an Academic Excellence Program (AEP) and a Chess Club. This is our first year for the Extended Foreign Language (EFL) program offering Spanish to two Kindergarten and two First grade classes.

Given instruction based on the Sunshine State Standards, students in grades three, four and five will increase their reading skills to 81% scoring at level 3 or above on the 2006 administration of the FCAT Reading Test as compared to 76% on the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three, four and five will increase their mathematics skills to 76% scoring at level 3 or above on the 2006 administration of the FCAT Mathematics Test as compared to 71% on the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88% of the students scoring at level 3.5 or above on the 2006 administration of the FCAT Writing Test as compared to 87% on the 2005 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 292 as documented by the 2006 FCAT Science Test as compared to the mean scale score of 287 on the 2005 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 school year of 3,347 participants to 3,514 participants for the 2005-2006 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions (33) during the 2005-2006 school year as compared to 35 outdoor suspensions in the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by a 10% increase (765 students) during the 2005-2006 school year as compared to 695 students participating in the 2004-2005 school year.

Given instruction based on the Sunshine State Standards and the M-DCPS mandated Fitness Gram standards, the number of students receiving gold and silver medals in grades four and five will increase by 50% (142 students) for the 2005-2006 school year as compared to 30% (85 students) for 2004-2005 school year.

Given emphasis on the benefits of learning to play a musical instrument, the number of students participating in strings and brass will increase by 5% to 20 students during the 2005-2006 school year as compared to 18 students in the 2004-2005 school year.

Gertrude K. Edelman Sabal Palm Elementary School will improve its ranking on the State of Florida ROI index publication from the 63rd percentile in 2003 to the 68th percentile on the next publication of the index.

Gertrude K. Edelman Sabal Palm Elementary School identified the Strategic Planning and Human Resources Focus 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 communication will be encouraged between regular classroom teachers, special area teachers, and school support personnel. Opportunities to boost morale will be provided throughout the school year, i.e. Holiday parties, faculty breakfasts and an end-of-the-year celebration. The Strategic Planning and Human Resources Focus categories go hand in hand towards improvement at Gertrude K. Edelman Sabal Palm.

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.

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

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

Gertrude K. Edelman Sabal Palm Elementary School proudly continues into the Twenty-First Century with great enthusiasm. Our school is situated in a multicultural community with our faculty and staff consisting of 36 percent Black Non-Hispanic, 22 percent White Non-Hispanic, 42 percent Hispanic and a diverse ethnic student population of approximately 928 students in grades PK - 5 (73.4 percent Black Non-Hispanic, 2.2 percent White Non-Hispanic, 18.4 percent Hispanic, and 6.0 percent Asian/ Indian/ Multiracial) with local and national programs designed to meet the needs of the stakeholders and the student body. Our school also offers an Academic Excellence Program (AEP) and a Chess Club. This is our first year for the Extended Foreign Language (EFL) program offering Spanish to two Kindergarten and two First grade classes.

Gertrude K. Edelman Sabal Palm Elementary School dedicates itself to providing multiple educational services to the entire student body starting with our Pre-Kindergarten through the fifth grade. 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. Teachers utilize Project CRISS strategies in order to comply with the District's Comprehensive Research-Based Reading Plan (for Language Arts and Social Studies but not limited to) for the purpose of improving standardized test results. Gertrude K. Edelman Sabal Palm Elementary School views itself as a community school as it soars into the Twenty-First Century 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 school has an Exceptional Student Education (ESE) Program that offers modified services to students who are Learning Disabled and Emotionally Handicapped. Speech and Language services are provided by a certified speech pathologist. Our school has a pre-kindergarten reverse mainstream program. Inclusion is being increased in Language Arts and/or Mathematics. Gertrude K. Edelman Sabal Palm Elementary School is a School Support Team (SST) school providing full service to the needs of the students. The site serves as a Gifted Center for grades Kindergarten through 6, serving three neighboring schools twice a week. Moreover, Gertrude K. Edelman Sabal Palm Elementary School addresses the needs of its diverse population with a Limited English Proficiency (LEP) Program, English Speakers of Other Languages (ESOL), Curriculum Content in the Home Language (CCHL) and Spanish as a Second Language (Spanish SL). Classes are provided so that all students can become contributing members of our global society. 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, various palms and shrubs.

School Foundation

Leadership:

The Leadership component of the survey reflects an above average score of 4.2 out of a perfect score of 5 points. The majority of staff members feels that the school leadership is an area of strength.

District Strategic Planning Alignment:

The score for the District Strategic Planning Alignment component is 4.0 out of a perfect score of 5 points, 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 4.3 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 4.2 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 4.5 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 4.2 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 4.3 out of a perfect score of 5 points. Faculty and staff are satisfied with how they are perceived within the school and the community.

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

The data attained from the School Performance Accountability results indicate that the weakest areas in reading are in words and phrases, main idea, author’s purpose and comparison. The strongest area is research/reference. A total of 76% of the students schoolwide are reading on or above grade level.

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 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 based on the Sunshine State Standards, students in grades three, four and five will increase their reading skills to 81% scoring at level 3 or above on the 2006 administration of the FCAT Reading Test as compared to 76% on the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the 2005 FCAT Reading test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/02/2005	05/24/2006
2. Implement the Comprehensive Research-Based Reading Plan (CRRP) with intensive focus on guided reading and vocabulary development and provide an uninterrupted daily 120-minute block of reading instruction for students in Kindergarten through fifth grade.	Grade Level Teachers	08/05/2005	05/24/2006
3. Utilize Accelerated Reader/STAR, Brain Child Web Achiever and Lexia computer-assisted resources to reinforce and enhance reading skills.	Grade Level Teachers	08/05/2005	05/24/2006
4. Conduct on-going Instructional Improvement Team (ITT) meetings with administrative and leadership teams.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/08/2005	05/24/2006
5. Identify Tier 2 and Tier 3 students in third grade and provide intensive alternative instruction in reading.	Hourly Teachers /Paraprofessionals	08/08/2005	05/24/2006
6. Offer staff development that allows teachers to increase knowledge of scope and sequence, Best Practices, and data driven lesson design.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/08/2005	05/24/2006
7. Before/After school tutoring twice a week and Saturday Academy classes to provide students with performance-based activities to improve reading skills.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/05/2005	05/24/2006

Research-Based Programs

Houghton Mifflin Reading Text, Voyager, Learning Today, Lexia, Early Success and Soar to Success.

Professional Development

1. Data Analysis: Linking Data to Instruction 2. Scantron 3. Lexia 4. CEI 5. Compass 6. CReating Independence through Student-owned Strategies (CRISS) 7. FCAT Item Specifications 8. Reciprocal Teaching 9. Independent Reading 10. Guided Reading 11. Best Practices 12. Student Performance Indicators 13. Academic Improvement Plan

Evaluation

Weekly, monthly, or quarterly assessments utilizing Edusoft to monitor student progress and redirect learning activities, will occur on an on-going basis. Monthly and quarterly assessments will be directed by the reading coach. Compiled data will be shared with classroom teachers. Achievement of the objective will be considered when students demonstrate increased reading comprehension, as evidenced by 76% of students or more achieving high standards as documented by the scores on the 2006 administration of the FCAT Reading subtest. Additional Assessment Instruments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

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.)

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Miami-Dade County Public Schools

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

The data attained from the School Performance Accountability results indicate that 62% of the students tested made learning gains and 71% achieved high standards in mathematics. Data indicates the weakest areas in mathematics are algebraic thinking, geometry, number sense, measurement and data analysis.

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 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 based on the Sunshine State Standards, students in grades three, four and five will increase their mathematics skills to 76% scoring at level 3 or above on the 2006 administration of the FCAT Mathematics Test as compared to 71% on the 2005 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the 2005 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus calendar for mathematics.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/02/2005	05/24/2006
2. Utilize Suggested Mathematics Long-Range Plans for grades three, four and five.	Grade Level Teachers	08/05/2005	05/24/2006
3. Provide an uninterrupted daily 60-minute block in mathematics for grades Kindergarten through fifth grade.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/05/2005	05/24/2006
4. Before/After school tutoring twice a week and Saturday Academy classes to provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communications.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/05/2005	05/24/2006
5. Conduct weekly meetings to assess and evaluate student performance pertaining to the Sunshine State Standards (benchmarks) and develop lessons in mathematics which address these needs.	Grade Level Teachers	08/05/2005	05/24/2006

Research-Based Programs

Harcourt Brace Math Text and Learning Today.

Professional Development

1. Data Analysis 2. Reciprocal Teaching 3. CReating Independence through Student-owned Strategies (CRISS) 4. Riverdeep 5. Accelerated Math 6. Lesson Learned Mathematics 7. Lesson Planning 8. Math Mascot

Evaluation

Weekly, monthly, or quarterly assessments utilizing Edusoft to monitor student progress and redirect learning activities, will occur on an on-going basis. Monthly and quarterly assessments will be directed and monitored by the grade level chairs. Compiled data will be shared with the classroom teachers. Achievement of the objective will be considered accomplished when students demonstrate increased proficiency in mathematics, as evidenced by 71% or more of the students achieving high standards and 62% or more making learning gains, as documented by scores on the 2006 administration of the FCAT Mathematics subtest.

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.)

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

The data attained from the School Performance Accountability results indicate that 87% of the students tested met the state standard of 3.5 or above in writing. Data indicated a weakness in narrative and expository 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 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 based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88% of the students scoring at level 3.5 or above on the 2006 administration of the FCAT Writing Test as compared to 87% on the 2005 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the 2005 FCAT Writing test to identify strengths and weaknesses and develop an instructional focus calendar for writing.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/02/2005	05/24/2006
2. Grade four will complete job applications and write resumes.	Career Lab Instructors	08/05/2005	05/24/2006
3. Place publications of student writing in the areas of fiction, non-fiction and mystery in the media center.	Media Specialist	08/05/2005	05/24/2006
4. Conduct monthly essay contests.	Grade Level Teachers	08/05/2005	05/24/2006
5. Students share daily journals with peers, leaders and parents.	Grade Level Teachers	08/05/2005	05/24/2006

Research-Based Programs

Houghton Mifflin Text

Professional Development

Training will be provided in the following: Writing strategies, FCAT Writing, Holistic Scoring and Learning Express.

Evaluation

Monthly and quarterly assessments will be used to monitor the writing objective. Students will demonstrate an increase in writing skills, as evidenced by 88% of the students reaching the state required mastery level of 3.5 or above, as documented on the 2006 FCAT Writing subtest.

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.)

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

All students will be able to apply scientific method.

Needs Assessment

An analysis of the average percent content scores from the 2005 FCAT Science subtest show that the fifth graders tested scored below the state level of 296. The mean scale score for the school was 287. The fifth graders tested scored above the district level of 286. Data indicates the weakest areas in science are physical and chemical science, earth and space science, life and environmental science and scientific thinking. To demonstrate adequate improvement in Science, the mean scale score will need to be increased by five points or more as documented by the scores on the 2006 administration of the FCAT Science subtest.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 292 as documented by the 2006 FCAT Science Test as compared to the mean scale score of 287 on the 2005 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the 2004 FCAT Science test to identify strengths and weaknesses and develop an instructional focus calendar for Science.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/02/2005	05/24/2006
2. Create an In-house Science Test for grades three, four and five addressing FCAT Science weaknesses to include all subgroups for NCLB.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist	08/05/2005	05/24/2006
3. Provide professional development opportunities in best practices, curriculum alignment, data analysis.	Science Chair	08/05/2005	05/24/2006
4. Continue marine biology instruction for all grades.	Marine Biology Instructor	08/08/2005	05/24/2006
5. Encourage the participation in a school-wide Science fair family night that will showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home in real life situations.	Grade Level Teachers	08/05/2005	05/24/2006
6. Provide opportunities for students using technology resources to research topics in Science focusing on the scientific method.	Grade Level Teachers	08/05/2005	05/24/2006

Research-Based Programs

Harcourt - Brace Science Series.

Professional Development

1.Focus on the eight strands of science 2.Use of hands-on activities 3.Managing and guiding cooperative groups and strategies to maximize learning opportunities 4.The Science Curriculum Support Specialist will provide additional assistance in content delivery and/or strategies.

Evaluation

Performance in science will be evaluated by the mean scale score on the 2006 FCAT Science subtest. Implement in-house designed quarterly formative assessments and utilize assessment data as a tool to analyze progress and guide instruction and reeducation as needed.

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.)

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

The data attained from the Title I Annual Survey of Parental Involvement will increase by 5% from the 2004-2005 school year as compared to the hourly logs of the 2005-2006 school year. Gertrude K. Edelman Sabal Palm strongly believes that increasing parental involvement leads to greater student achievement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 school year of 3,347 participants to 3,514 participants for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Invite parents to attend PTA meetings, EESAC meetings, Title I workshops.	Community Involvement Specialist (CIS)	08/08/2005	05/24/2006
2. Conduct workshops relevant to curriculum priorities (reading, writing and mathematics) in the evening and during the day to accommodate all parents.	PTA President, EESAC chair and CIS	08/08/2005	05/24/2006
3. Provide and maintain a parent resource center with instructional materials for checkout and use at home	Reading Coach, Community Involvement Specialist(CIS)	08/08/2005	05/24/2006
4. Maintain an ongoing channel of communication (in students' home language) between the home and the school through the use of 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.	Faculty and Staff	08/08/2005	05/24/2006
5. Provide referrals to outside agencies to parents in need of medical assistance, housing and/or counseling services.	Administration, Counselors	08/08/2005	05/24/2006
6. Conduct classes for parents seeking their General Education Diploma (GED) through the Family Literacy Program and provide classes for parents whose primary language is non English in order to build English Language Proficiency through the Family Literacy Program.	Family Literacy Teachers	10/17/2005	05/24/2006

Research-Based Programs

National PTA standards for Parental/Family Involvement Program.

Professional Development

Monthly EESAC meetings, PTA meetings, Title I Community Involvement Workshops, Teaching Children to Read, Independence through Student-owned Strategies (CRISS), Kiwanis, Assemblies, Open House/Resource Fair, Monthly Breakfasts and Honor Roll.

Evaluation

Parental Involvement will show a 5% increase from the 2004-2005 level of participation to the 2005-2006 level of participation, as reflected in the tally of data obtained from activity/workshop sign-in sheets, logs of attendance and delivery of service.

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.)

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

The data attained from the District indicates a need for a decrease in the number of outdoor suspensions from the 2004-2005 school year as compared to the 2005-2006 school year. Gertrude K. Edelman Sabal Palm strongly believes that in order for students to learn they must be in school. Therefore, there is a greater need for emphasis on discipline and safety to ensure the minimization of outdoor suspensions.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions (33) during the 2005-2006 school year as compared to 35 outdoor suspensions in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Parent/Teacher Conferences.	Classroom Teachers	08/08/2005	05/24/2006
2. School Support Team meetings.	Assistant Principal Counselors School Psychologist School Social Worker Teacher Parent	09/13/2005	05/24/2006
3. Peer Mediation.	Counselors Student Council	08/31/2005	05/24/2006
4. Home visits.	Community Involvement Specialist	08/31/2005	05/24/2006
5. Visibility of Security.	School Security Officer Sotero (City of North Miami Beach)	08/08/2005	05/24/2006
6. Walk Safe Program.	Assistant Principal P.E. Teachers	10/06/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Quarterly analysis of SCAM reports showing outdoor suspensions from the 2005-2006 school year will be compared to the SCAM reports showing outdoor suspensions for the 2004-2005 school year.

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.)

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

The data attained from the Accelerated Reader Program indicates a need to increase the number of students using the computer program from the 2004-2005 school year as compared to the 2005-2006 school year.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by a 10% increase (765 students) during the 2005-2006 school year as compared to 695 students participating in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the 2004-2005 Accelerated Reader Program to identify the number of students using the computer program.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist Computer Technologist	08/04/2005	05/24/2006
2. Teacher Workshops.	Media Specialist	08/24/2005	05/24/2006
3. Professional Development.	Computer Technologist	03/17/2006	03/17/2006
4. Accelerated Reader Incentive Program.	PTA Media Specialist	08/08/2005	05/24/2006
5. Student Progress sent home quarterly with report cards.	Media Specialist Classroom Teachers	10/14/2005	06/09/2006

Research-Based Programs

Not Applicable.

Professional Development

Training will be provided in the usage of the Accelerated Reader Program and Computer technology.

Evaluation

Quarterly results will be used to monitor the number of students using the Accelerated Reader Program comparing the 2004-2005 school participation to 2005-2006 school participation.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Information provided by the Gertrude K. Edelman Sabal Palm PE teachers indicates a need to increase the number of students 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 Sunshine State Standards and the M-DCPS mandated Fitness Gram standards, the number of students receiving gold and silver medals in grades four and five will increase by 50% (142 students) for the 2005-2006 school year as compared to 30% (85 students) for 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze information from the PE teachers for 2004-2005 to identify needs for improvement in the area of upper body strength (push ups).	PE Teachers	08/04/2005	05/24/2006
2. Provide nutritious breakfast/lunches for all students.	Food Service Staff	08/08/2005	05/24/2006
3. Ensure that all classes have recess time.	Administration Classroom Teachers	09/01/2005	05/24/2006
4. Physical activities to improve upper body strength.	PE Teachers	08/08/2005	05/24/2006
5. Participation in annual Field Day in school Competition.	PE Teachers Classroom Teachers	04/05/2005	05/24/2006

Research-Based Programs

M-DCPS Fitness Gram. Department of Food and Nutrition.

Professional Development

Training is provided through the Fitness Gram.

Evaluation

Recipients of the gold and silver medals will be increased by fourth and fifth grade students for the 2005-2006 Fitness Gram as compared to the 2004-2005 Fitness Gram.

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.)

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

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

The data attained from Gertrude K. Edelman Sabal Palm Music teachers indicates a need to increase the number of students participating in the strings and brass programs. Enhancement of the Arts is so critical to cultivating the whole child. Playing a musical instrument has been correlated with improved performance in reading and mathematics.

Measurable Objective

Given emphasis on the benefits of learning to play a musical instrument, the number of students participating in strings and brass will increase by 5% to 20 students during the 2005-2006 school year as compared to 18 students in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the music teachers to identify the number of students participating in the strings and brass programs in the 2004-2005 school year.	Music Teachers	08/08/2005	05/24/2006
2. Participate in Holiday Shows and Honor Roll Assemblies.	Music Teachers Classroom Teachers	11/20/2005	05/24/2006
3. Perform in "Say no to Drugs" assemblies.	Music Teachers	10/26/2005	05/24/2006
4. Participate in District Competitions.	Music Teachers	04/20/2005	05/24/2006
5. Invite local musicians to "Career Day" to educate students about musical careers.	Career Laboratory Instructors Music Teachers	05/03/2006	05/03/2006

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

Data will be collected to determine the number of students participating in the strings and brass classes comparing the number of students in the programs from 2004-2005 school year to the 2005-2006 school year.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Gertrude K. Edelman Sabal Palm will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Gertrude K. Edelman Sabal Palm ranked at the 63rd percentile on the State of Florida ROI index. An increase of 5% or more for the 2006 school year is needed.

Measurable Objective

Gertrude K. Edelman Sabal Palm Elementary School will improve its ranking on the State of Florida ROI index publication from the 63rd percentile in 2003 to the 68th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal EESAC Committee	08/08/2005	05/24/2005
2. Collaborate with the district on resource allocation.	Principal	08/08/2005	05/24/2005
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal EESAC Committee	08/08/2005	05/24/2005
4. Consider shared use of facilities, partnering with community agencies.	Family Literacy Teachers Leadership Team Catapult Learning Administration and Teachers	08/08/2005	05/24/2005

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

On the next State of Florida ROI index publication, Gertrude K. Edelman Sabal Palm will progress toward reaching the 68th percentile.

EESAC Compliance

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

Budget:

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 on.

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.

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