
SCHOOL IMPROVEMENT PLAN

2006-2007



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

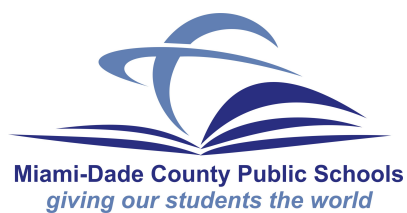
FeederPattern: North Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Susan Blount

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 41 percent Black Non-Hispanic, 22 percent White Non-Hispanic, 35 percent Hispanic and a diverse ethnic student population of approximately 846 students in grades PK - 5 (75.5 percent Black Non-Hispanic, 2.0 percent White Non-Hispanic, 16.5 percent Hispanic, and 5.9 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 second year for the Extended Foreign Language (EFL) program offering Spanish to two kindergarten, two first grade and two second grade classes.

Given instruction based on the Sunshine State Standards, students in grades three, four and five will maintain or increase their reading skills to 78 percent scoring at Level 3 or above on the 2007 administration of the FCAT Reading Assessment as compared to 77 percent on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three, four and five will maintain or increase their mathematics skills to 75 percent scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment as compared to 74 percent on the 2006 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by the students scoring at Level 3.5 or above on the 2007 administration of the FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, 56 percent of all students in grade five will maintain or increase their science skills to Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Given school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing the hourly logs for the 2005-2006 school year of 3,573 participants to 3,751 participants for the 2006-2007 school year.

Given the Code of Student Conduct an emphasis on a safe and orderly enviroment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions, 29 during the 2006-2007 school year.

Given an emphasis on the use of technology in education, students will augment their usage of computers by way of the Accelerated Reader Program, as evidenced by a 5 percent increase, (767 students) during

the 2006-2007 school year.

Given instruction based on the Sunshine State Standards and the M-DCPS mandated FITNESSGRAM standards, the number of students receiving gold and silver medals in grades four and five will increase by 5 percent, (168 students) for the 2006-2007 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 10 percent to 28 students during the 2006-2007 school year.

The most recent data supplied from FLDOE indicate that in 2004-2005, Gertrude K. Edelman Sabal Palm ranked at the 26th percentile on the State of Florida ROI Index and will increase to the 31st percentile by the next publication of the Index.

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

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 41 percent Black Non-Hispanic, 22 percent White Non-Hispanic, 35 percent Hispanic and a diverse ethnic student population of approximately 846 students in grades PK - 5 (75.5 percent Black Non-Hispanic, 2.0 percent White Non-Hispanic, 16.5 percent Hispanic, and 5.9 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 second year for the Extended Foreign Language (EFL) program offering Spanish to two kindergarten, two first grade and two second 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 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 Computer Lab instructional staff manages the Reading Plus 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. We also have an Advanced Academics Resource Program for grades Kindergarten through 5. 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. The PTA has also purchased classroom libraries for all kindergarten through third grade classrooms.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

The score for the District Strategic Planning Alignment component is 4.4 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 4.6 out of a perfect score of 5 points. Faculty and staff know who their customers are and feel they are a part of the decision-making process.

Faculty & Staff:

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

Data/Information/Knowledge Management:

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

Education Design:

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

Performance Results:

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

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 main idea/purpose and comparison. The strongest area is reference/research. A total of 77 percent 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 maintain or increase their reading skills to 78 percent scoring at Level 3 or above on the 2007 administration of the FCAT Reading Assessment as compared to 77 percent on the 2006 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT Reading Assessment and the District Interim Assessment to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Principal Assistant Principal Reading Coach EESAC Chair	8/14/2006	5/30/2007	District-wide literacy plan	\$1300.00
Implement the Comprehensive Research-Based Reading Plan (CRRP) with intensive focus on teaching the Core Reading Program (Houghton-Mifflin) with fidelity in grades Kindergarten, one and two.	Principal Assistant Principal Reading Coach Grade Level Teachers/Chairs k-2 PTA	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Accelerated Reader/STAR and Reading Plus programs to reinforce and enhance reading skills.	Grade Level Teachers Media Specialist Computer Lab Instructional Staff	8/14/2006	5/30/2007	District-wide literacy plan	\$16000.00
Conduct on-going grade level instructional meetings with administrative and leadership teams.	Principal Assistant Principal Reading Coach Grade Level Chairs/Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Identify Tier 2 and Tier 3 students in third grade and provide intensive alternative instruction in reading.	Computer Lab Instructional Staff ESE Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Offer staff development that allows teachers to increase knowledge of scope and sequence, Best Practices, and data driven instructions.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement before/after school tutoring opportunities two to three times per week and Saturday Academy classes to provide students with performance-based activities to improve reading skills.	Principal Assistant Principal Reading Coach Grade Level Teachers	10/3/2006	3/1/2007	District-wide literacy plan	\$0.00
Offer Adult Reading classes in the evenings through the Family Literacy Program.	Family Literacy Staff	9/18/2006	5/1/2007	Dual Language Education	\$0.00

Research-Based Programs

Houghton Mifflin Reading Text
Voyager
Reading Plus
Early Success
Soar to Success

Professional Development

Data Analysis: Linking Data to Instruction
Edusoft
Reading Plus
CReating Independence through Student-owned Strategies (CRISS)
FCAT Item Specifications
Reciprocal Teaching
Independent Reading
Guided Reading
Best Practices
Student Performance Indicators
District Interim Assessments

Evaluation

Weekly, monthly, or quarterly assessments utilizing Edusoft and the District Interim Assessments.
Monthly and quarterly assessments will be directed by the reading coach.
Compiled data will be shared with classroom teachers.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Comprehensive English Language Learning Assessment (CELLA)
IDEL used for Spanish speaking students along with Florida Kindergarten Reading Screener (FLKRS)

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 70 percent of the students tested made learning gains and 74 percent achieved high standards in mathematics. Data indicates the weakest areas in mathematics in grade four are Geometry, Algebraic Thinking and Data Analysis. The weakest area in fifth grade is Number Sense.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 maintain or increase their mathematics skills to 75 percent scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment as compared to 74 percent on the 2006 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT Mathematics Assessment and the District Interim Assessment to identify strengths and weaknesses and develop an instructional focus calendar for mathematics.	Principal Assistant Principal Grade Level Chairs EESAC Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement before/after school tutoring two to three times per week and Saturday Academy classes to provide students with performance-based activities incorporating the use of V-Math and manipulatives, problem solving, critical thinking and communications as monitored by benchmark assessments.	Principal Assistant Principal Grade Level Teachers	10/3/2006	3/1/2007	District-wide literacy plan	\$0.00
Conduct grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards (benchmarks) and develop lessons in mathematics which address these needs.	Assistant Principal Grade Level Chairs/Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Utilize CIM to support differentiated instruction.	Principal Assistant Principal Grade Level Chairs/Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Riverdeep and FCAT Explorer resources to enhance mathematics skills.	Principal Assistant Principal Grade Level Chairs/Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FCAT Mathematics Item Specifications in grades 3-5 and the District Mathematics Pacing Guide for grades Kindergarten through Fifth grade.	Principal Assistant Principal Grade Level Chairs/Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Brace Math Textbook and Voyager
V-Math
Riverdeep
FCAT Explorer

Professional Development

Data Analysis: Linking Data to Instruction
Reciprocal Teaching
CREating Independence through Student-owned Strategies (CRISS)
V-Math
District Interim Assessments
FCAT Item Specifications.

Evaluation

Monthly, quarterly and District Interim Assessments 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 75 percent or more of the students achieving high standards and 70 percent or more making learning gains, as documented by scores on the 2007 administration of the FCAT Mathematics Assessment.

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 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 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 93 percent of the students tested met the state standard of 3.5 or above in writing. The 2006 combined score was 4.1. Data indicated a weakness in narrative writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 the students scoring at Level 3.5 or above on the 2007 administration of the FCAT Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT Writing+ Assessment to identify strengths and weaknesses and develop an instructional focus calendar for writing.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Exhibit publications of student writing in the areas of fiction, non-fiction and mystery in public places.	Media Specialist Dade Partners Teacher of the Gifted	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Enter appropriate grade level writing/essay contests at county and state levels.	Grade Level Teachers Teacher of the Gifted Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Share daily journals with peers, leaders and parents.	Fourth Grade Level Teachers Teacher of the Gifted ESE Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Writing strategies
FCAT Writing Prompts
Holistic Scoring

Evaluation

Monthly and quarterly assessments will be used to monitor the writing objective.

Achievement of the objective will be considered when students demonstrate an increase in writing skills, as evidenced by 94 percent of the students reaching the state required mastery Level of 3.5 or above, as documented on the 2007 FCAT Writing+ Assessment.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will be able to apply scientific method.

Needs Assessment

The data attained from the School Performance Accountability results indicate that the weakest areas from the 2006 FCAT Science Assessment show that the fifth graders weakest areas are in Physical and Chemical Sciences, Earth and Space Sciences, Life and Environmental Sciences and in Scientific Thinking. A total of 31 percent of the students are performing at Level 3 or above.

Measurable Objective

Given instruction using the Sunshine State Standards, 56 percent of all students in grade five will maintain or increase their science skills to Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the State sample Science Assessment for grade five to address FCAT Science weaknesses to drive instruction.	Principal Assistant Principal Grade Level Chairs/Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide professional development opportunities in best practices, curriculum alignment and data analysis.	Grade Level Teachers Teacher of the Gifted ESE Teachers	8/14/2006	5/30/2007	Academic Teams	\$1580.00
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.	Principal Assistant Principal Fifth Grade Teachers Science Fair Committee Teacher of the Gifted	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Supplement the science curriculum with field trips and guest speakers such as Biscayne Nature Center for Environmental Education (BNCEE), Museum of Science and Marine Biologist.	Principal Assistant Principal Fifth Grade Teachers Teacher of the Gifted	8/14/2006	5/30/2007	School-to-Career	\$0.00
Disaggregate and analyze data from the 2006 FCAT Science Assessment and the District Interim Assessments to identify strengths and weaknesses and follow the District Pacing Guide for science.	Principal Assistant Principal Grade Level Chairs/Teachers EESAC Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt - Brace Science Series
Foss Kits

Professional Development

Focus on the eight strands of science

Use of hands-on activities through Shared Best Practices in house

Managing and guiding cooperative groups and strategies to maximize learning opportunities

Science Item Specifications

Evaluation

Achievement of the objective will be considered when students demonstrate an increase by 56 percent of the students scoring at Level 3 or above on the 2007 FCAT Science Assessment.

Implement in-house designed quarterly formative assessments and utilize assessment data as a tool to analyze progress and guide instruction 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

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

Needs Assessment

Gertrude K. Edelman Sabal Palm strongly believes that increasing parental involvement leads to greater student achievement. Based on the Title I Annual Survey of Parental Involvement, participation will increase by 5 percent on the 2006-2007 hourly log in sheets.

Measurable Objective

Given school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing the hourly logs for the 2005-2006 school year of 3,573 participants to 3,751 participants for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite parents to attend PTA meetings, EESAC meetings and Title I workshops through Connect Ed, Monthly Calendars, Parent Bulletin Board and the Marquee.	Principal Assistant Principal Community Involvement Specialist PTA	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct workshops relevant to curriculum priorities (reading, writing and mathematics) in the evening and during the day to accommodate all parents.	Community Involvement Specialist Family Literacy Staff District Bilingual Staff PTA	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide and maintain a parent resource center with instructional materials for checkout and use at home.	Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Maintain an ongoing channel of communication (in students' home language) between the home and the school through the use of Connect Ed., student progress reports, report cards, letters, monthly calendars, Parent Bulletin Board, Marquee, informational flyers, school newsletters, parent/teacher conferences and home visits by the Community Involvement Specialist.	Principal Assistant Principal Faculty and Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide referrals to outside agencies for parents in need of medical assistance, housing and/or counseling services.	Principal Assistant Principal Counselor J.T. McDonald Foundation	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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 and the Parent Academy.	Family Literacy Staff	9/18/2006	5/1/2007	Dual Language Education	\$31000.00

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

Parent Workshops

Kiwanis

Open House/Resource Fair

Monthly Breakfasts

Honor Roll Assemblies

Evaluation

Parental Involvement will show a 5 percent increase on the 2006-2007 level of participation, as reflected in the data obtained from activity/log in sheets.

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 SCAM report indicates a need for a decrease in the number of outdoor suspensions from the 2005-2006 school year as compared to the 2006-2007 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 the Code of Student Conduct an emphasis on a safe and orderly enviroment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions, 29 during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct Parent/Teacher Conferences on an ongoing basis to discuss behavior.	Principal Assistant Principal Parent Counselor Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct School Support Team meetings on a referral basis from teachers.	Assistant Principal Counselors School Psychologist School Social Worker Teacher Parent	8/14/2006	5/1/2007	District Strategic Plan	\$0.00
Implement after school detentions based on the Code of Student Conduct with parent notifications.	Assistant Principal Security Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the visibility of adults and role models including security, counselor, safety patrols, crossing guards and cafeteria monitors and daily communication through the CCTV.	Principal Assistant Principal School Security School and Municipal Police Forces	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Implement safety programs such as Walk Safe, DARE, Terrific Kids of the Week and Do the Right Thing.	Principal Assistant Principal P.E. Teachers Counselor Grade Level Chairs Support Staff School and Municipal Police Forces	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Anti Bullying Workshop

Crisis Workshop

Conflict Prevention and Peer Mediation Seminar

Evaluation

Quarterly analysis of SCAM reports showing outdoor suspensions from the 2006-2007 school year will be compared to the SCAM reports showing outdoor suspensions for the 2005-2006 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

Gertrude K. Edelman Sabal Palm strongly believes that increasing student participation in the Accelerated Reader Program will enhance student achievement. The number of students using the Accelerated Reader Program will increase to 767 students in the 2006-2007 school year.

Measurable Objective

Given an emphasis on the use of technology in education, students will augment their usage of computers by way of the Accelerated Reader Program, as evidenced by a 5 percent increase, (767 students) during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2005-2006 Accelerated Reader Program to identify the number of students using the computer program.	Principal Assistant Principal Reading Coach EESAC Chair Media Specialist Computer Technologist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Professional Development/TeacherWorkshops such as Accelerated Reader/STAR and Reading Plus.	Principal Assistant Principal Computer Technologist Media Specialist Computer Lab Instructional Staff	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Send student progress home quarterly with report cards.	Media Specialist Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement Reading Plus to increase the use of computers.	Computer Lab Instructional Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Accelerated Reader/STAR
Reading Plus
Harcourt Online
FCAT Explorer
Riverdeep

Professional Development

Accelerated Reader Program
Program and Computer Technology
Reading Plus
Mathematics
Science
HEAT
CONNECT-ED
Scoring

Evaluation

Quarterly results will be used to monitor the number of students using the Accelerated Reader Program comparing the 2005-2006 school participation to 2006-2007 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 checked="" 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 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 FITNESSGRAM standards, the number of students receiving gold and silver medals in grades four and five will increase by 5 percent, (168 students) for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze information from the PE teachers for 2005-2006 to identify needs for improvement in the area of upper body strength (push ups).	Principal Assistant Principal PE Teachers EESAC Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide nutritious breakfast/lunches for all students.	Food Service Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase physical activities to improve upper body strength.	PE Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage participation in annual Field Day Competition.	PE Teachers Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

M-DCPS FITNESSGRAM
Department of Food and Nutrition

Professional Development

FITNESSGRAM workshop

Evaluation

Fourth and fifth grade recipients of the gold and silver medals will be increased to 168 students for the 2006-2007 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.)

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

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 10 percent to 28 students during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the music teachers to identify the number of students participating in the strings and brass programs in the 2005-2006 school year.	Principal Assistant principal Music Teachers EESAC Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Participate in Holiday Shows and Honor Roll Assemblies.	Principal Assistant Principal Music Teachers Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Perform in "Say No to Drugs" assemblies.	Principal Assistant Principal Music Teachers Red Ribbon Committee	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Participate in District Competitions such as Superintendent's Honors Festival and America Sings.	Principal Assistant Principal Music Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable.

Professional Development

Summer Demonstration School

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 2005-2006 school year to the 2006-2007 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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

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

Measurable Objective

The most recent data supplied from FLDOE indicate that in 2004-2005, Gertrude K. Edelman Sabal Palm ranked at the 26th percentile on the State of Florida ROI Index and will increase to the 31st percentile by the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal Assistant Principal Secretary/ Treasurer	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal EESAC Committe	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue shared use of facilities, partnering with community agencies.	Principal Assistant Principal Family Literacy Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable.

Professional Development

Budget Conferences for Principals

FTE Workshop

Money Matters for Principals

Inservice for all stakeholders on efficiency and effectiveness of all programs.

Evaluation

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

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 upon.

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$17,300.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$1,580.00
Goal 5: Parental Involvement	\$31,000.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$50,880.00

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