

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2008 - 2009 SCHOOL IMPROVEMENT PLAN

School Name: GERTRUDE K. EDLEMAN/SABAL PALM
ELEMENTARY SCHOOL

District Name: Dade

Principal: Susan Renick-Blount

SAC Chair: Ruth Froom

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: December 1, 2008



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

Gertrude K. Edelman Sabal Palm Elementary School is a Title I funded school and proudly continues to shine and excel with great enthusiasm. The school was established in 1955 and sits on 9 acres of land located at 17101 Northeast 7th Avenue in the heart of North Miami Beach Florida. Gertrude K. Edelman Sabal Palm Elementary is situated in a multicultural community, nestled in a residential neighborhood with 48 classrooms and 9 portables. Our Free and Reduced Lunch Program is at 86%. During the past and present school year the school is going under the following renovation projects: complete new roofing for the entire school, new sewage system for the entire school, new phone system and wiring for the entire school, and new wireless communication system for all portable classes.

Student Demographics

We have a diverse ethnic student population of approximately 849 students in grades PK - 5 (78.1% Black

Non-Hispanic, 1.2% White Non-Hispanic, 14.5% Hispanic, and 6.2% Asian/ Indian/ Multiracial) with a student mobility of 20% and local and national programs designed to meet the needs of the stakeholders and the student body. Gertrude K. Edelman Sabal Palm Elementary has Gifted pull-out classes, English Language Learners (ELL) and Students With Disabilities (SWD). We have ELL pull-out for Levels 1 and 2, and Inclusion for the SPED students. This is our third year with the Extended Foreign Language (EFL) program offering Spanish to two classes in grades 1-3 and one class in grades K and 4. Our NO CHILD LEFT BEHIND (NCLB) students in grades three through five for Reading Level 1 are 58 students and Level 2 are 45 students. Our mathematic Level 1 students in grades three through five are 37 students and Level 2 are 63 students.

Unique Aspects: STRENGTHS

Professional Development
 Instructional Performance Evaluation and Growth System (IPEGS) Pilot Program
 Extended Foreign Language Program (EFL)
 English Language Learners (ELL) Tutoring Grant
 City Year Miami Program
 New Smart Board technology
 Inclusion program for Students With Disabilities (SWD)
 Attendance
 Maintaining our 'A' school grade status
 Parent Academy/Parent Outreach

Unique Aspects: AREAS OF CONCERN

Inability to recruit due to surplus of teachers
 Limited school budget /Title I budget
 Limited ability to raise money
 Change in district allocations for support programs

Teacher Demographics

Our faculty and staff consist of 36%(24)Black Non-Hispanic, 24%(16) White Non-Hispanic and 37%(25)Hispanic. The Instructional Staff's level of Education shows that 36% have a Master's Degree, 7% have a Specialist's Degree and 1 teacher is Nationally Board Certified. Gertrude K. Edelman Sabal Palm's leadership team consists of the Principal, Assistant Principal, Reading Coach, Mathematics Liaison, Community Involvement Specialist (CIS), Counselor and grade level chairs from grades 3-5. We have 101 full time employees (88%) and 13 part-time employees (12%). Vacancies and recruitment are concerns due to surplus personnel within the district school systems being placed into open positions.

Class Size/Teacher-to Student Ratio

The school's class size for PreK-3 is approximately 16.09 and for grades 4-5 is approximately 18. Class size by grade level for general education and Students With Disabilities (SPED) are: kindergarten 16, first grade 17, second grade 22, third grade 15.0, fourth grade 21.0, and fifth grade 24. The average teacher ratio by grade level in kindergarten is 16.83, first grade 17.25, second grade 19.37, third grade 16.33, fourth grade 23.16, fifth grade 24.0.

Attendance Rate

The annual student attendance rate at Gertrude K. Edelman Sabal Palm School was 98.23 percent, which was first in Region II, in comparison to the District's average attendance rate of 94.45 percent. GKE Sabal Palm's students will continue to maintain a high rate of attendance.

Promotion/Graduation/Retention Rates

Gertrude K. Edelman Sabal Palm Elementary retained a total of 30 students in grades kindergarten through fourth. There were no retained students in grade five. The promotion rate at Gertrude K. Edelman Sabal Palm was considerably higher than District's promotion average of 94.7%.

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Feeder Pattern

Gertrude K. Edelman Sabal Palm will feed into a new middle school (Andover Middle School) with a number of students feeding into John F. Kennedy Middle. All of our students feed into North Miami Beach Senior High.

Special Programs

The Computer Lab instructional staff manages the Reading Plus Program. The school has a Special Education (SPED) Program that offers modified services to the students who are Learning Disabled and Emotionally Handicapped with 100% inclusion. Speech and Language services are provided by a certified speech pathologist. Our school has a pre-kindergarten reverse mainstream program. Moreover, Gertrude K. Edelman Sabal Palm Elementary School addresses the needs of its diverse population with an English Language Learners (ELL) Program, English Speakers of Other Languages (ESOL), an Extended Foreign Language (EFL) program (K-4). Curriculum Content in the Home Language (CCHL), Home Language Arts (HLA) and Spanish as a Second Language (Spanish SL). Classes are provided so that all students can become contributing members to our global society.

School Community Relations/Partners

School operations provides support directly to the schools through regional centers consisting of a regional center superintendent, directors, and various support staff. Gertrude K. Edelman Sabal Palm has an active Parent Teacher Association (PTA) and Dade Partners which include: Loehman's Publix, Kiwanis Club and the City of North Miami Beach.

Grants

Gertrude K. Edelman Sabal Palm Elementary was awarded the Title III funds to implement the Tutoring Academy for English Language Learner (ELL) students.

Title I Status

Gertrude K. Edelman Sabal Palm Elementary is a schoolwide Title I school.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

N/A

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

SUSAN RENICK-BLOUNT, Principal

In 1975, she arrived from Alabama with a Bachelors of Arts in Vocational Education from the University of Montavallo. Her Masters (with Honors) in Special Education and Cognate in Reading was received from the University of Alabama. Her first teaching position in Alabama comprised of one year as a senior high school vocational teacher and two years as an ESE reading teacher at an all Special Education School in Jefferson County School System located in Alabama.

In the Miami Dade County Public School System, she became a Special Education teacher at Cutler Ridge Middle School and JFK Middle School. This led to a position as a Special Education Staffing Specialist for the North Area and was later hired as a Region Director. She occupied that position for 26 years. Mrs. Renick-Blount then became principal of Parkview Elementary School. She stayed in that position for four years prior to coming to GKE Sabal Palm Elementary. During her tenure she added 150 computers to the school increasing the use of technology for instruction and enhanced the antequated Media Center by building a new modern one out of a hugh music suite. She implemented additional technology based programs, such as Accelerated Reader, which helped bring Parkview Elementary from a D rated school to a B rated school.

She has been part of Who's Who in American Women for 10 years as well as Who's Who in Community Leaders for the last 4 years. Also, a member of several professional organizations such as Council for Exceptional Children (CEC) , Florida Association of School Administrators (FASA), Dade County Association of School Administrators (DASA). In addition, she is a member of the Superintendent's Inner Circle as a contributor to United Way and belong to several other charitable organizations. Her active role in the community and charity work will continue beyond her employment at Miami-Dade County Public Schools.

Ms. Renick-Blount maintains academic achievement as priority, but her key strength lies in her ability to direct her focus to the superintendents' goals, project her vision of how to meet these goals to faculty and staff, and bring about change within the school. Key indicators of this strength show forth at Gertrude K. Edelman Sabal Palm, as they did the prior year, in data on her Report Card in the areas of attendance, class size reduction, grade three retentions, indoor and outdoor suspensions, inclusion of special education students, budget and property audits, staff satisfaction, professional development, and parent involvement.

JOYCE JONES, Assistant Principal

Mrs. Jones is beginning her ninth year as an assistant principal and her sixth year at Gertrude K. Edelman Sabal Palm Elementary. She was an assistant principal for three years at Paul W. Bell Middle School. Previously, she was a middle school math teacher for six years. Mrs. Jones taught all three grade levels in middle school, including gifted classes. She holds a certificate in Middle School Math 5-9, as well as a Gifted Endorsement. She has a Bachelor of Science in Health Care Management, a Master of Science in Elementary Education and a Specialist in Educational Leadership. Mrs. Jones has completed the Principal Preparation Program (PPP).

During Mrs. Jones' three years at Paul W. Bell Middle School as an assistant principal, she effectively supervised the Exceptional Student Education Program by ensuring compliance with all district, state and federal regulations. Mrs. Jones also successfully supervised scheduling all activities for the school and community events at the school. She was the liaison between the school, Florida International University, Young Marines Youth Corp., and other agencies that served students and helped student achievement.

Mrs. Jones assisted the principal at Gertrude K. Edelman Sabal Palm Elementary in implementing and increasing the inclusion program that provides Students With Disabilities (SWD) the opportunity to be educated with their general education peers. In addition, she has handled without error and very timely all of the School Support Team (SST) steps and procedures that are necessary for student placement in special programs. Mrs. Jones also provided teachers with Professional Development workshops to enhance their understanding of the importance of the inclusion program.

Mrs. Jones' leadership, knowledge, professionalism and interpersonal skills earned her the respect of the faculty, staff, students and parents. Her knowledge and leadership skills have enabled her to perform her administrative assignments effectively and proficiently. Mrs. Jones' key strengths are the ability to collect

administrative assignments effectively and proficiently. Mrs. Jones' key strengths are the ability to collect data and disseminate it as a priority. This has been demonstrated by, but not limited to, all items located on the property audit, 100% inclusion with SPED program, teacher and parent guidance on retention, 97% attendance, and approximately, 10 students less with indoor/outdoor suspensions in comparison to last school year.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Miami-Dade County Public Schools is committed to providing a highly qualified pool of teachers for all students. Instructional recruitment efforts include ongoing outreach to select Florida colleges and universities, in addition to higher education institutions across the nation. The District also utilizes alternative methods to prepare career changes and non-education majors for effective classroom instruction. The use of technology enables procedures to be streamlined, providing a more efficient method of processing applicants and improving communication. Efforts to retain instructional staff are supported through collaboration between Professional Development and Human Resources.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Gertrude K. Edelman Sabal Palm Elementary was awarded they Title III funds to implement the Tutoring Academy for English Language Learner (ELL) students.

School Wide Improvement Model

Note: Required for Title I

Gertrude K. Edelman Sabal Palm Elementary School will continue to incorporate the CIM Model (Continuous Improvement Model). The CIM Model involves an 8-step process that will regularly assess students for enrichment and remediation based on data-driven decisions. The steps will include: test score disaggregations, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process. The model is monitored during classroom visits by administration checking CIM binders which are located on the teachers desks, containing all data and progress checks. Self monitoring is done by the classroom teacher individually and through discussions at grade level meetings. CIM books are collected at the end of the school year. Professional development is managed through Professional Learning Communities focusing on curriculum in the areas of Reading, Mathematics and Science.

NCLB Public School Choice

Note: Required for Title I

Gertrude K. Edelman Sabal Palm Elementary parents will continue to be apprised of the school's direction and expectations through open meetings: Open House, PreK/Kindergarten OJ Party /Title I Parent Orientation, School Advisory Council and PTA Meetings. Other parent involvement activities will include parent workshops. Parents will be encouraged to actively participate in all activities that impact their child's academic success.

All written communications with families are composed in English, Spanish and Haitian-Creole. Our written communications include monthly calendars, newsletters, flyers, procedures for school and summer school

enrollment, summer reading lists, a student agenda book, a Parent Resource Center, Parent Bulletin Board and the marquee. A parent/student handbook is given to each student who registered here at Gertrude K. Edelman Sabal Palm Elementary.

Connect Ed message reminders are sent to parents in all three languages for school events and special notifications. In addition, Connect Ed messages are automatically sent to notify parents of absences, tardies, and overdrawn lunch balances.

[No Attached Public School Choice Notice to Parents file](#)

[No Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

Articulation is completed in the Spring for PreK students and their parents who will transition to GKE Sabal Palm Elementary kindergarten or a kindergarten class at another school, such as Students With Disabilities (SWD). The Kindergarten readiness test is administered at that time. PreK teachers administer the Battelle Developmental Inventory (BDI) and Phonological and Early Literacy Inventory (PELI) and are responsible for implementing strategies. Parents are encouraged to actively participate in all activities that impact their child's academic success. Paraprofessionals are purchased from school budgeted funds to assist in the afternoons with all pre-k students and parent activities including transition. Title I funds are also used to provide special materials, equipment, supplies, etc. which are over the regular allocated budget.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientation provided by the district. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program through The Ed. Fund. This will be further supported by pairing veteran teachers with new teachers. Professional Growth Teams will also be assigned to provide additional growth activities on an individual basis. New teachers will also participate in training sessions and receive follow-up, one-on-one reinforcement provided by the staff who is guiding curriculum support. PACES will be conducted to observe and evaluate teachers, as well as a pilot evaluation tool Instructional Performance Evaluation and Growth System (IPEGS). Inability to recruit mentors. No new teacher because of surplus teachers.

[Show Attached Teacher Mentoring List](#)

Extended Learning Opportunities

Note: Required for Title I

Gertrude K. Edelman Sabal Palm Elementary provides before and after school tutoring programs in reading and mathematics throughout the school year. No Breaks tutoring by hourly retired teachers is offered to students performing in the lowest 25th percentile.

NCLB subgroups not meeting AYP for mathematics are the English Language Learners (ELL) and the Economically Disadvantaged. For the ELL we have a Tutoring Academy Grant. Some of the Economically Disadvantaged are part of the ELL group. Utilizing district and in house assessment to increase academic achievement resulting in meeting AYP.

SCHOOLS GRADED C OR BELOW

Professional Development

N/A

Disaggregated Data

N/A

Informal and Formal Assessments

N/A

Alternative Instructional Delivery Methods

N/A

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

N/A

Responsibility of Teaching Reading for Every Teacher

N/A

Quality Professional Development for Teachers and Leaders

N/A

Small Learning Communities (SLC)

N/A

Intensive Intervention in Reading and Mathematics

N/A

Parental Access and Support

N/A

Applied and Integrated Courses

N/A

Course Choice Based on Student Goals / Interests / Talent

N/A

Master Schedules Based on Student Needs

N/A

Academic and Career Planning

N/A

GOALS

Goal: Reading

*Note: Required for Title I
Scroll down for school data

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- *Needs Assessment:** The data tells us, regarding the reading strategies, that the reading goal and the measurable objective was not met, as documented by a decrease in fifth grade FCAT reading test scores of 3% on the 2008 FCAT.
- Going into the 2008-2009 school year a total of 67% of the students in grades 3-5 were reading on or above grade level according to the School Performance Accountability results, and the expectation to increase that by 1% in the third, fourth, and fifth grades did not seem unreasonable. Yet, data regarding the status of the strategies indicates that strategies which did not concentrate on the targeted students incoming to grades three, four, and five, were more easily met than the strategy written to increase reading levels through the identification and remediation of reading weaknesses.
- Reading test data on the Baseline Benchmark Assessment indicated a stronger need for concentration and focus on targeted students with a narrowing of strategies to a particular group of students as test data indicates a need to do so.
- After examining data across grade levels it is evident that students in grades three and five will have to improve in the content clusters of Main Idea/Purpose and Comparison. In addition, grade five will have to improve in the area of Reference and Research.
-
- *Objective:** Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2009 administration of the FCAT Reading Test as compared to the 2008 administration of the FCAT Reading Test (67% to 72%).
- *Strategies:**
1. Disaggregate and analyze data from the 2008 FCAT Reading Assessment utilizing Edusoft and the District Interim Assessment to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading. Persons responsible: Principal, Assistant Principal, and Reading Coach (8/20/08 – 6/05/09).
 2. Utilize Accelerated Reader/STAR, Reading Plus, FCAT Explorer and Learning Today programs to reinforce and enhance reading skills. Persons responsible: Principal, Assistant Principal, Grade Level Teachers, Media Specialist and Computer Lab Instructional Staff (8/20/08 – 6/05/09).
 3. Implement the Comprehensive Research-Based Reading Plan (CRRP) with intensive focus on teaching the Core Reading Program (Houghton-Mifflin) with fidelity in Kindergarten through fifth grade. Persons responsible: Principal, Assistant Principal, Reading Coach, and Grade Level Teachers/Chairs K-2 (8/20/08 – 6/05/09).
 4. Offer staff development that allows teachers to increase knowledge of Pacing Guides, Best Practices, and data driven instruction. Persons responsible: Principal, Assistant Principal and Reading Coach (8/20/08 – 6/05/09).
 5. Provide an additional thirty minutes of small group reading instruction to the

required ninety minute block to identified Tier 1 and Tier 2 students in grades three, four, and five. Persons responsible: Principal, Assistant Principal and Reading Coach (8/20/08 – 6/05/09).

6. Conduct on-going grade level instructional meetings with Reading Coach, administrative and leadership teams in order to facilitate appropriate reading instruction for each child. Persons responsible: Principal, Assistant Principal, Reading Coach and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).

7. Identify Tier 2 and Tier 3 students in third grade and provide intensive alternative instruction in reading. Persons responsible: Principal, Assistant Principal, Computer Lab Instructional Staff and SPED Teachers (8/20/08 – 6/05/09).

8. Implement tutorials two to three times per week to provide students with performance-based activities to improve reading skills in grades two through five. Persons responsible: Principal, Assistant Principal, Reading Coach and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).

9. Develop and implement the use of instructional focus calendars at each grade level. Persons responsible: Principal, Assistant Principal, Computer Lab Instructional Staff and SPED Teachers (8/20/08 – 6/05/09).

*** Evaluation:**

District Interim Assessment
 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 Screeners (FLKRS)
 School Wide Pre/Progress/Post Benchmarks Assessments
 2009 FCAT Reading Test
 Reading Plus Reports
 Direct Assessment of Reading (DAR)

*** Evidence-based Program(s):**

Houghton Mifflin Reading Basal Series
 Voyager Passport
 Reading Plus
 Waterford

*** Professional Development:**

The Reading Coach will provide inservices for administration and teachers. The inservices will consist of:
 1. Data Analysis: Linking Data to Instruction
 2. Reading Plus
 3. Differentiated Instruction
 4. Student Performance Indicators
 5. District Pacing Guide
 6. Learning Today
 7. FCAT Item Specifications
 8. FCAT Explorer
 9. Riverdeep
 10. Voyager Passport
 11. Continuous Improvement Model
 12. Houghton Mifflin Reading Series
 13. School Rack
 14. Offer staff development that allows teachers to increase knowledge of scope and sequence, Best Practices, and data driven lesson design.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Houghton Mifflin Charts	Title I	\$3,300.00
Additional Houghton Mifflin Textbooks	School Budget	\$1,400.00
Buckle Down	Title I	\$1,300.00
Curriculum Associates	Title I	\$1,216.00
Rally Education	Title I	\$1,494.00
Leadership Resources	Title I	\$863.00
		Total: \$9,573.00
Technology		

Description of Resources	Funding Source	Available Amount
Reading Plus	Title I	\$5,000.00
8 Smart Board Packages	3 School Budget 5 District	\$28,000.00
Learning Today	Title I	\$2,900.00
		Total: \$35,900.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Teacher Training	Title I / School Budget	\$1,500.00
Smart Board	Title I	\$0.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$46,973.00

* Non-Highly Qualified Instructors: N/A

End of Reading Goal

Goal: Mathematics

*Note: Required for Title I
Scroll down for school data

- * Needs Assessment:** An analysis of the data attained from the School Performance Accountability results indicate that 66% of the students tested in grades three through five met high standards and 62% of the students tested made learning gains in mathematics. The students in the lowest 25% bracket made a year's worth of progress (73%). Data indicated that the weakest area in mathematics was in grade four in Geometry, Algebraic Thinking, Data Analysis. There is a need to increase student knowledge in all of these areas. The weakest area in fifth grade was number sense. There is a need to purchase additional materials to address the various benchmarks, as budget allows. Furthermore, AYP data indicates that Economically Disadvantaged and English Language Learners (ELL) did not meet the AYP target in Math.
- * Objective:** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2009 administration on the FCAT Mathematics Test as compared to the 2008 administration of the FCAT Mathematics Test. (62% to 67%).
- * Strategies:**
1. Disaggregate and analyze data from the 2008 FCAT Mathematics Assessment utilizing Edusoft, the District Baseline Assessment and the District Interim Assessment to identify strengths and weaknesses and develop instructional focus calendars for mathematics. Persons responsible: Principal, Assistant Principal and Reading Coach (8/20/08 – 6/05/09).
 2. Disaggregate and analyze data from pre/progress/post tests in school and District Mathematics assessments. Persons responsible: Principal and Assistant Principal (8/20/08 – 6/05/09).
 3. Utilize FCAT Mathematics Item Specifications in grades three through five and the District Mathematics Pacing Guide for Kindergarten through fifth grade. Students in grades three through five will participate in various competitions such as Math Mania. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).
 4. Utilize the Continuous Improvement Model to support differentiated

instruction. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).

5. Conduct grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards benchmarks. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).

6. Coordinate the District Pacing Guide with the Schoolwide Instructional Focus Calendar. Persons responsible: Principal and Assistant Principal (8/20/08 – 6/05/09).

*** Evaluation:**

Weekly, monthly, and quarterly assessments to monitor student progress to redirect learning activities will occur on a 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 determined by scores on the 2009 administration of the FCAT Mathematics subtest.

*** Evidence-based Program(s):**

Harcourt Brace Math Text, FCAT Explorer.

*** Professional Development:**

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

*** Objective:**

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 68% meeting high standards on the 2009 administration of the FCAT Mathematics Test.

*** Strategies:**

1. Disaggregate and analyze data from the 2008 FCAT Mathematics Assessment utilizing Edusoft, the District Baseline Assessment and the District Interim Assessment to identify strengths and weaknesses and develop instructional focus calendars for mathematics. Persons responsible: Principal, Assistant Principal and Reading Coach (8/20/08 – 6/05/09).

2. Disaggregate and analyze data from pre/progress/post tests in school and District Mathematics assessments. Persons responsible: Principal and Assistant Principal (8/20/08 – 6/05/09).

3. Utilize FCAT Mathematics Item Specifications in grades three through five and the District Mathematics Pacing Guide for Kindergarten through fifth grade. Students in grades three through five will participate in various competitions such as Math Mania. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).

4. Utilize the Continuous Improvement Model to support differentiated instruction. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).

5. Conduct grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards benchmarks. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).

6. Coordinate the District Pacing Guide with the Schoolwide Instructional Focus Calendar. Persons responsible: Principal and Assistant Principal (8/20/08 – 6/05/09).

*** Evaluation:**

Weekly, monthly, and quarterly assessments to monitor student progress to redirect learning activities will occur on a 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 determined by scores on the 2009 administration of the FCAT Mathematics subtest.

*** Evidence-based Program(s):**

Harcourt Brace Math Text, FCAT Explorer.

*** Professional Development:**

Data Analysis: Linking Data to Instruction
District Interim Assessments
FCAT Item Specifications
Grade level training for online Harcourt Mathematics Center
Continuous Improvement Model
ExploreLearning - Gizmos

FCAT Explorer
Edusoft

- * Objective:** Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their mathematics skills as evidenced by 68% meeting high standards on the 2009 administration of the FCAT Mathematics Test.
- * Strategies:**
 1. Disaggregate and analyze data from the 2008 FCAT Mathematics Assessment utilizing Edusoft, the District Baseline Assessment and the District Interim Assessment to identify strengths and weaknesses and develop instructional focus calendars for mathematics. Persons responsible: Principal, Assistant Principal and Reading Coach (8/20/08 – 6/05/09).
 2. Disaggregate and analyze data from pre/progress/post tests in school and District Mathematics assessments. Persons responsible: Principal and Assistant Principal (8/20/08 – 6/05/09).
 3. Utilize FCAT Mathematics Item Specifications in grades three through five and the District Mathematics Pacing Guide for Kindergarten through fifth grade. Students in grades three through five will participate in various competitions such as Math Mania. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).
 4. Utilize the Continuous Improvement Model to support differentiated instruction. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).
 5. Conduct grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards benchmarks. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).
 6. Coordinate the District Pacing Guide with the Schoolwide Instructional Focus Calendar. Persons responsible: Principal and Assistant Principal (8/20/08 – 6/05/09).
- * Evaluation:** Weekly, monthly, and quarterly assessments to monitor student progress to redirect learning activities will occur on a 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 determined by scores on the 2009 administration of the FCAT Mathematics subtest.
- * Evidence-based Program(s):** Harcourt Brace Math Text, FCAT Explorer.
- * Professional Development:**
 - Data Analysis: Linking Data to Instruction
 - District Interim Assessments
 - FCAT Item Specifications
 - Grade level training for online Harcourt Mathematics Center
 - Continuous Improvement Model
 - ExploreLearning - Gizmos
 - FCAT Explorer
 - Edusoft

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Leadership Resources	Title I	\$863.00
Buckle Down	Title I	\$1,300.00
Additional Harcourt Math Textbooks	Title I	\$500.00
		Total: \$2,663.00
Technology		
Description of Resources	Funding Source	Available Amount
Gizmo	Title I	\$4,200.00
		Total: \$4,200.00
Professional Development		
		Available

Description of Resources	Funding Source	Available Amount
Teacher Training	Title I / School Budget	\$1,500.00
Smart Board	Title I	\$0.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$8,363.00

*** Non-Highly Qualified Instructors:** N/A

End of Mathematics Goal

Goal: Writing

* Note: Required for Title I
Scroll down for school data

- * Needs Assessment:** The needs assessment data for the writing goal indicated that once the 2008 FCAT Writing Test was filtered, 91% of students in fourth grade met the standard of 3.5 or above in writing. Both the narrative and expository scores for students in grade four were a 3.8. A weakness in narrative writing was noted. Narrative writing, as indicated by data on the 2008 FCAT, shows that two more students made a higher score in expository writing than in narrative writing. Therefore, narrative writing continues to be only a slight weakness.
- * Objective:** Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 92% or more of students meeting high standards on the 2009 FCAT Writing+.
- * Strategies:**
1. Disaggregate and analyze data from the 2008 FCAT Writing Assessment by debriefing, to identify strengths and weaknesses and develop an instructional focus calendar for writing. Persons responsible: Principal, Assistant Principal and Reading Coach (8/20/08 – 6/05/09).
 2. Participate in appropriate grade level writing/essay contests at county and state levels. Persons responsible: Principal, Assistant Principal, Grade Level Chair/Teachers, Media Specialist and Teacher of the Gifted (8/20/08 – 6/05/09).
 3. Share daily journals with peers, leaders and parents. Persons responsible: Principal, Assistant Principal, Fourth Grade Level Teachers, Teacher of the Gifted and SPED Teachers (8/20/08 – 6/05/09).
 4. Exhibit publications of student writing in the areas of fiction, non-fiction and mystery in public places and enter various competitions. Persons responsible: Principal, Assistant Principal, Media Specialist, Dade Partners and Teacher of the Gifted (8/20/08 – 6/05/09).
 5. Conduct and analyze District mandated pre/post writing tests. Persons responsible: Principal, Assistant Principal, and Reading Coach (8/20/08 – 6/05/09).
 6. Develop and implement school-wide pre/post writing tests including Writing+, Narrative and Expository writing. Persons responsible: Principal, Assistant Principal, and Reading Coach (8/20/08 – 6/05/09).
 7. Implement tutorial programs two or three times per week to provide students with performance-based activities to improve writing skills through the writing prompts. Persons responsible: Principal, Assistant Principal, and Reading Coach (8/20/08 – 6/05/09).
 8. Develop and implement small group instruction in writing according to students' writing scores based on a second writing test which will be given to all 4th graders in October after they have been taught the basics of expository and narrative writing by their Home Room Teacher. Principal, Assistant Principal, Reading Coach, Fourth Grade Level Teachers, SPED Teachers and Teacher of the Gifted (8/20/08 – 6/05/09).

- *Evaluation:** School Wide Pre/Progress/Post Writing Assessments
District Provided Pre/Post Writing Assessments
2009 FCAT Writing+ Assessment.
- *Evidence-based Program(s):** Houghton Mifflin Reading Series
Supplemental writing materials
- *Professional Development:** Writing strategies Grade 4
School wide FCAT Writing Prompts
Holistic Scoring Grade 4
Use of FCAT Writing Test Item Specifications Grade 4
School wide Writing Centers

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Primary writing paper	School Budget	\$500.00
		Total: \$500.00
		Final Total: \$500.00

End of Writing Goal

Goal: Science

**Note: Required for Title I
Scroll down for school data*

- *Needs Assessment:** Data attained from the 2008 FCAT Science test indicated that 41% of fifth grade students scored a Level 3. The low performing content cluster areas were Physical/Chemical, Earth/Space, and Scientific thinking. There is a need to raise the low performance areas and to purchase materials not included in the science experiment kits.
- *Objective:** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 9 percentage points on the 2009 FCAT Science Test as compared to the 2008 administration of the FCAT Science Test.
- *Strategies:**
 1. Disaggregate and analyze data from pre/progress/post tests in school and District Science assessments for data driven instruction. Persons responsible: Principal and Assistant Principal (8/20/08 – 6/05/09).
 2. Disaggregate and analyze data from the 2008 FCAT Science Test and the District Interim Assessments to identify strengths and weaknesses. Persons responsible: Principal, Assistant Principal, Fifth Grade Teachers, Science Fair

- Committee, and Teacher of the Gifted (8/20/08 – 6/05/09).
3. Extend block scheduling times for fifth grade teachers to conduct weekly experiments. Persons responsible: Principal, Assistant Principal, Grade Level Chairs/Teachers and ESSAC Chair (8/20/08 – 6/05/09).
 4. Provide enhanced services for the improvement of the Science curriculum by utilizing the hands-on Science kits in weekly science experiments. Persons responsible: Principal and Assistant Principal (8/20/08 – 6/05/09).
 5. Utilize the State sample Science Assessment for grade five to address FCAT Science weaknesses to drive instruction. Persons responsible: Principal, Assistant Principal and Grade Level Chairs/Teachers (8/20/08 – 6/05/09).
 6. Align the District Pacing Guide with the Schoolwide Instructional Focus Calendar and new science text books. Persons responsible: Principal and Assistant Principal (8/20/08 – 6/05/09).
 7. Encourage student participation in a School-Wide Science Fair. Persons responsible: Principal, Assistant Principal, Grade Level Chairs/Teachers, Teacher of the Gifted and SPED Teachers (8/20/08 – 6/05/09).
 8. Participate in District Science Fair with all fifth grade students. Persons responsible: Principal, Assistant Principal, Fifth Grade Level Teachers, Teacher of the Gifted, Science Fair Committee and SPED Teachers (8/20/08 – 6/05/09).
 9. Utilize ExploreLearning-Gizmos to improve understanding of Science concepts. Persons responsible: Principal, Assistant Principal, Fifth Grade Level Teachers, and Computer Lab Instructional Staff (8/20/08 – 6/05/09).

*** Evaluation:** Performance in science will be evaluated based on:
 2009 FCAT Science Test
 School Wide Pre/Progress/Post Tests
 Monthly Benchmark Assessments
 District Interim Assessments

*** Evidence-based Program(s):** Scott Foresman Science Textbook Series
 Scott Foresman Science Kits

*** Professional Development:**
 1. Focus on the eight strands of science
 2. Use of hands-on science activities
 3. Managing and guiding cooperative groups and strategies to maximize learning opportunities
 4. Provide professional development opportunities in best practices, curriculum alignment, data analysis.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Leadership Resources	Title I	\$863.00
Gizmo	Title I	\$4,200.00
Additional Scott Foresman Textbooks	Title I	\$640.00
		Total: \$5,703.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Science Fair	District	\$0.00
Water Safety Training	District	\$0.00
Smart Board	Title I	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,703.00

*** Non-Highly Qualified Instructors:** N/A

End of Science Goal

Goal: Parental Involvement

**Note: Required for Title I*

- * Needs Assessment:** Gertrude K. Edelman Sabal Palm strongly believes that increasing parental involvement leads to greater student achievement. Despite our best efforts, more parents should attend workshops and meetings to become more involved in the school. Many parents, however, work several jobs and are not able to attend school functions. Based on the Title I Annual Survey of Parental Involvement parent participation was 25.5 hours in 2007-2008. Participation will increase by 5% on the 2008-2009 hourly log-in sheets.

- * Objective:** Given school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community workshops as evidenced by comparing the hourly logs on the 2007-2008 to the 2008-2009 school year.

- * Strategies:**

 1. Provide and maintain a parent resource center with instructional materials for checkout and use at home. Person responsible: Community Involvement Specialist(8/20/08 – 6/05/09).
 2. Conduct workshops relevant to curriculum priorities (reading, writing, mathematics and science) in the evening and during the day to accommodate all parents. Persons responsible: Community Involvement Specialist, Family Literacy Staff, District Bilingual Staff, and PTA (8/20/08 – 6/05/09).
 3. 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. Persons responsible: Principal, Assistant Principal, Faculty and Staff (8/20/08 – 6/05/09).
 4. Provide referrals to outside agencies for parents in need of medical assistance, housing and/or counseling services. Persons responsible: Principal, Assistant Principal, Counselor, and J.T McDonald Foundation (8/20/08 – 6/05/09).
 5. Contact parents of students with three or more absences. Persons responsible: Community Involvement Specialist and Counselor (8/20/08 – 6/05/09).
 6. Provide assistance to parents completing applications for Free and Reduced Price Meals. Persons responsible: Community Involvement Specialist (8/20/08 – 6/05/09).

- * Evaluation:** Parental Involvement will increase by 5 percentage points on the 2008-2009 level of participation, as reflected in the data obtained from hourly logs.

- * Evidence-based Program(s):** National Parent Teacher Association (PTA) Standards for Parental/Family Involvement Program.

- * Professional Development:**

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Community Involment Specialist	Title I	\$38,196.00
		Total: \$38,196.00
		Final Total: \$38,196.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	The most recent data supplied from FLDOE indicates that in 2004-2005, Gertrude K. Edelman Sabal Palm ranked at the 26th percentile on the State of Florida ROI Index.
Objective:	Gertrude K. Edelman Sabal Palm Elementary School's Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.
Strategies:	<ol style="list-style-type: none"> 1. Become more informed about the use of financial resources in relation to school programs. 2. Collaborate with the District on resource allocation. 3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. 4. Continue shared use of facilities, partnering with community agencies.
Evaluation:	The next State of Florida ROI Index Publication, Gertrude K. Edelman Sabal Palm will progress toward reaching the 31st percentile.

End of Return on Investment Goal

ADDITIONAL GOALS

Additional Goal: N/A

Needs Assessment:

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of N/A Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Houghton Mifflin Charts	Title I	\$3,300.00
Reading	Additional Houghton Mifflin Textbooks	School Budget	\$1,400.00
Reading	Buckle Down	Title I	\$1,300.00
Reading	Curriculum Associates	Title I	\$1,216.00
Reading	Rally Education	Title I	\$1,494.00
Reading	Leadership Resources	Title I	\$863.00
Mathematics	Leadership Resources	Title I	\$863.00
Mathematics	Buckle Down	Title I	\$1,300.00
Mathematics	Additional Harcourt Math Textbooks	Title I	\$500.00
Science	Leadership Resources	Title I	\$863.00
Science	Gizmo	Title I	\$4,200.00
Science	Additional Scott Foresman Textbooks	Title I	\$640.00
			Total: \$17,939.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	Title I	\$5,000.00
Reading	8 Smart Board Packages	3 School Budget 5 District	\$28,000.00
Reading	Learning Today	Title I	\$2,900.00

Mathematics	Gizmo	Title I	\$4,200.00
			Total: \$40,100.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Teacher Training	Title I / School Budget	\$1,500.00
Reading	Smart Board	Title I	\$0.00
Mathematics	Teacher Training	Title I / School Budget	\$1,500.00
Mathematics	Smart Board	Title I	\$0.00
Science	Science Fair	District	\$0.00
Science	Water Safety Training	District	\$0.00
Science	Smart Board	Title I	\$0.00
			Total: \$3,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Primary writing paper	School Budget	\$500.00
Parental Involvement	Community Involvement Specialist	Title I	\$38,196.00
			Total: \$38,696.00
			Final Total: \$99,735.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The 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.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The ESSAC assisted in the preparation of the School Improvement Plan relative to the following areas:

Budget: The ESSAC recommended utilizing funding to provide additional instruction to students through before or after school tutoring.

Training: The ESSAC recommended training be provided to teachers and parents on various curriculum areas of need.

Instructional Materials: The ESSAC recommended appropriate curriculum materials be purchased and available for homeroom teachers in all subject areas.

Technology: The ESSAC recommended the enhancement of programs such as FCAT Explorer and Riverdeep at the school site. In addition, they recommended each teacher have an overhead projector in their classroom and a lap-top computer.

Staffing: The ESSAC recommended lowering class size to target student needs more critically and hiring hourly teachers to assist in the implementation of the Reading Program.

Student Support Services: The ESSAC recommended the counselor work in conjunction with Grade Level Chairpersons and Homeroom teachers to assist and target students working below grade level that need an Academic Improvement Plan or alternative strategies.

SAC Members

Members

- 1) Susan Renick-Blount, Principal
- 2) Ruth Froom, SAC Chair
- 3) Christopher Roberts, Student
- 4) Sunita Chin, Student
- 5) Cheryl Cohen, Teacher
- 6) Sandra Raines, Teacher
- 7) Theresa Simmons, Teacher
- 8) Diane Vernon, Teacher
- 9) Phyllis Wilcox, Teacher
- 10) Madelyn Marquez, Teacher
- 11) Karen Garica, Teacher
- 12) Leo Sotolongo, Business Member
- 13) Kathie Alexander, Parent
- 14) Natassia Baltodano, Parent
- 15) Murlaine Datis, Parent
- 16) Marilyn Maloy, Parent
- 17) Helene St. Ange, Parent
- 18) Leona Minto-Strouse, Parent
- 19) Sonja Roberts, Parent
- 20) Daphne Dominique, Parent
- 21) Nathalie Louis-Fils, Parent
- 22) Carmen Taramona, Parent
- 23) Sandra Teramo, School Support Personnel
- 24) Marie Auguste, School Support Personnel
- 25) Jenny Alvarado, School Support Personnel

IMPLEMENTATION EVALUATION

Implementation of the School Improvement Plan will be reviewed utilizing the Continuous Improvement Model during regularly scheduled Faculty and ESSAC meetings. Additionally, the school will utilize on-going monitoring of student achievement through formal and informal assessments. Furthermore, a formal mid-year review of the School Improvement Plan will be conducted and appropriate adjustments will be made. At the conclusion of the school year, a final review of the School Improvement Plan will be conducted. These findings will lend themselves to recommendations for the following school year.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	15	85	2	98	0	0	0	0	0	0
Name of Assessment Used	Reading Baseline		Math Baseline							

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	21	79	15	85	0	0	0	0	0	0
Name of Assessment Used	Reading Baseline		Math Baseline							

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	17	83	4	96	0	0	0	0	0	0
Name of Assessment Used	Reading Baseline		Math Baseline							

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment										

Used										
FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

End of Baseline Data Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Dade GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 4801													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 435 Math: 435		2007-2008 School Grade ¹ : A			Did the School make Adequate Yearly Progress?		NO													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	62	Y	61	N			Y			NA	35	38	NA	36	39	N	64	NA	63	Y		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
BLACK	100	Y	100	Y	60	Y	59	N			Y			NA	36	40	NA	39	41	N	63	NA	62	Y		
HISPANIC	100	Y	100	Y			NA	NA			NA			NA			NA			NA		NA		NA		NA
ASIAN		NA		NA			NA	NA			NA			NA			NA			NA		NA		NA		NA
AMERICAN INDIAN		NA		NA			NA	NA			NA			NA			NA			NA		NA		NA		NA
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	Y	58	N			Y			NA	37	41	NA	39	42	N	61	NA	59	N		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	63	Y	58	N			Y			NA	34	37	NA	36	42	N	66	NA	59	N		
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA	NA			NA			NA			NA			NA		NA		NA		NA

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 4801												
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 438 Math: 438		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?			YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).										This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	65	Y	64	Y			Y			NA	31	34	NA	30	36	NA	63	NA	64	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA	43		NA		NA		NA		NA
BLACK	100	Y	100	Y	64	Y	61	Y			Y			NA	35	34	NA	33	39	NA	62	NA	62	NA		NA
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA	23		NA		NA		NA		NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	63	Y	61	Y	94		Y			NA	30	35	NA	29	39	NA	61	NA	62	NA		NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	66	Y	64	Y	94		Y			NA	37	34	NA	30	36	NA	67	NA	63	NA		NA
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA	57		NA		NA		NA		NA

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2														Dade GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 4801									
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 440 Math: 440		2005-2006 School Grade ¹ : A		Did the School make Adequate Yearly Progress? ⁵			YES						
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).										This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).													
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math			
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N			
TOTAL ⁴	100	Y	100	Y	72	Y	70	Y	94		Y			NA	31	28	NA	33	30	NA			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA			
BLACK	100	Y	100	Y	69	Y	67	Y	93		NA			NA	32	31	NA	36	33	NA			
HISPANIC	100	Y	100	Y	78	Y	77	Y			NA			NA	29	22	NA	30	23	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA			
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA			
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	72	Y	71	Y	93	94	NA			NA	33	28	NA	35	29	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	74	Y	70	Y		94	NA			NA	39	26	NA	39	30	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y	29	NA	43	NA			NA			NA			NA	67	57	NA			

SCHOOL GRADE DATA

Dade School District GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	66%	91%	41%	265	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	62%			127	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	73% (YES)			144	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					536	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	67%	90%	48%	275	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	65%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	73% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					536	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	77%	74%	93%	244		Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	65%	70%		135		3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)			62		Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				441		
Percent Tested = 100%						Percent of eligible students tested
School Grade				A		Grade based on total points, adequate progress, and % of students tested