FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI EDISON MIDDLE SCHOOL

Principal: Richelle T. Lumpkin
SAC Chair: Lucille Smith
Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending School Board Approval

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

VISION
The vision of Miami Edison Middle School is to provide instruction that focuses on literacy, structured thinking skills, and technologically enriched learning experiences.

MISSION
The mission of Miami Edison Middle School and its community is to provide a safe and nurturing learning environment that provides quality educational experiences for all students. We utilize a variety of assessment and program evaluation data to design effective strategies and activities that assist our students in improving their mastery of reading, writing, mathematics, science, and academic excellence in all disciplines. The staff of Miami Edison Middle School is seeking to establish a culture wherein staff and parents work together to support, nurture, and acknowledge our children in their accomplishments. We accept these responsibilities and are confident that these strategies will assist us in helping our students achieve higher levels of academic performance.

SCHOOL PROFILE DEMOGRAPHICS

Miami Edison Middle School is located in the area of Miami-Dade County known as "Little Haiti". In June of 1986, the school's building was placed on the National Registry by the United States Department of Interior as a historical landmark. The student population/enrollment consists of students in grade(s) 6 - 8 approximating total student enrollment at 565, of which 87 percent is Black and 75 percent is of Haitian descent, 12 percent classified as other. The faculty and staff are comprised of approximately 98 full and part-time employees; Fifteen percent White, 65 percent Black, 18 percent Hispanic, and two percent Asian/American Indian. Twenty-two percent of the teachers at Miami Edison Middle School have earned Master degrees, 7 percent Specialist degrees, and 1 percent has earned Doctoral degrees.

There are five unique interdisciplinary teams. The teachers on each team share the same group of students as well as common team planning period/time.

New teachers have been paired with a mentor teacher to support and assist them through the learning...
process of their first years teaching. The assistant principal is overseeing the process. The intensive training
provided to the team included assistance in mentoring new teachers as well as veteran teachers in delivery
of instruction and classroom management, opportunities for teachers to observe and analyze lessons,
students’ and teachers’ performance and share best practices for student achievement.

The PGT works in correlation with PACES to provide support to the annual contract teacher or others in
need of professional growth. In addition, one to one mentorship is provided by a member of the
professional growth team as well as by the team leaders. The team of teachers meets three times a week
before school for twenty minutes. Common team planning promotes collaboration and dialogue among
the teachers.

Miami Edison Middle School, a Title I site. Instruction is offered through a standard curriculum utilizing a
modified block schedule. The curriculum, enhanced technology, student teacher progression, teaming,
inclusion process, and ongoing professional development activities are all combined to meet the challenging
performance standards outlined by the Sunshine State Standards, and the No Child Left Behind Public Law
107-110. Approximately 18 percent of the students enrolled are in the Exceptional Student Education
Program (ESE). The ESE programs include instruction for the students who are Educable Mentally
Handicapped (EMH); Severely Emotionally Disturbed (SED); Physically Impaired (PI); Speech Impaired
(SI); Trainable Mentally Handicapped (TMH); Profoundly Mentally Handicapped (PMH); Varying
Exceptionalities (VE); and Gifted. All students in the ESE program, except for the TMH, PMH and some PI
and EMH participate in the inclusion model for their core subject instruction.

A school wide emphasis is placed on improving reading and mathematics skills through the use of
computerized programs such as Riverdeep, Reading Plus, and FCAT Explorer. Teachers meet consistently
to analyze results of the Writing Across the Curriculum activities, and determine areas of concern that need
to be addressed. The school implements the Comprehensive Reading Plan, CRISS Strategies, and reciprocal
teaching. These strategies are ongoing in all classes.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

Miami Edison Middle will pair with Pompano Beach Middle School from Broward County as our school
match. Although both schools are similar in their demographic makeup, there is a vast difference in student
performance. Pompano Beach Middle is rated an A school. The school has a 70 percent minority rate. We
plan on scheduling various on-site visits to Pompano Beach Middle by our administrative team and
individual teachers. Our goal is to ascertain best practices that we would be able to duplicate at Miami
Edison Middle. We will participate in ongoing collegial conversations with the administrative and leadership
teams, observe teachers implementing rigorous and relevant instruction aligned to the Sunshine State
Standards; review curriculum maps and instructional focus calendars; compare and monitor results of
benchmark and interim assessments; provide opportunities for leadership team and teachers to participate
in site visits to provide feedback and to share best practices.

Miami Edison Middle School teachers will be given the opportunity to observe teachers at Pompano Beach
Middle School delivering high level, rigorous instruction which is aligned with FCAT standards. Much like
Miami Edison Middle School, Pompano Beach Middle School serves a community with a large number of
students who are economically disadvantaged. Sixty-five percent of the students at Pompano Beach
Middle School are eligible for free or reduced meals. As a result of these challenges, the school has to make
accommodations to meet not only the student’s needs but also to promote the necessary academic
success.

Additionally, Miami Edison Middle School and Pompano Beach Middle School are both part of the Florida
Partnership with College Board and take advantage of their programs and professional development
opportunities. Both schools also follow the 8-Step Continuous Improvement Model.
QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Richelle Thomas, Principal

Mrs. Lumpkin is in her third year as Principal of Miami Edison Middle School. As a third year principal she is focused on maintaining a high level of academic achievement through the implementation of the Florida Continuous Improvement Model. Ms. Lumpkin is responsible for the restructuring of the school into true small learning communities, where each grade level has an identified wing of the school. This has proven very successful for the sixth grade and their transition to middle school. Since Ms. Lumpkin accepted the role of principal at Miami Edison Middle there has been an overall increasing of student meeting high standards in Reading and Mathematics, in 2008 the Reading percentage increased from 26 to 39 percent and Mathematics from 25 percent in 2006 to 28 percent in 2008. Additionally, under her leadership Miami Edison Middle School has seen the highest writing scores for MEMS history, this year 89 percent of the students meet high standards in writing as compared to 77 percent in previous years.

She has earned a B.S. in Elementary Education, M.S. in Educational Leadership and is currently a candidate for a Doctoral degree in Organizational Leadership. As the principal she consistently collaborates with students, staff, and the administrative team to increase student achievement. Additionally, she has formed mentoring programs for new teacher support, has maintained Professional Development Calendars, developed School Improvement Plans, monitored Title I records, and created/managed Master Schedules with emphasis on Low Level students, in conjunction with providing Advanced Placement opportunities for high achieving students, while adhering to low class size initiatives. Throughout her professional career, Mrs. Lumpkin has worked with “at risk” student populations. She has facilitated staff development on curriculum integration, increasing school partnerships, dropout prevention paradigms, parental involvement strategies, and customer-focused student services departments.

Miami Edison Middle School has two assistant principals: Rogelio Miret and Tanya Daly-Barnes.

Rogelio F. Miret is a second year Assistant Principal at Miami Edison Middle School and a sixth year Assistant Principal in MDCPS. During his nineteen years of service he has worked in various capacities including Elementary school paraprofessional where he was awarded Paraprofessional of the Year for Dade County Public Schools, Elementary teacher for the Emotional Disturbed students, and ESE chairperson (elementary). These experiences have assisted him in understanding and interpreting student achievement and performance, evaluating teacher performance, and modeling best teaching practices to enhance student achievement. He developed, monitored, and facilitated an early morning reading club for seventh graders during his second year as an Assistant Principal. During this program students were motivated to read and performed better on reading tests. This resulted in 38 percent of the seventh grade students meeting high standards in Reading and 39 percent in Mathematics. Additionally, the seventh grade class accounted for over 40 percent of the learning gains in reading.

Mr. Miret attended Nova Southeastern University where he earned a Bachelor's degree in Emotionally Handicapped in 1997, Master’s degree in TESOL in 2000, and Educational Specialist degree in Educational Leadership in 2002. He plans to continue his professional growth to provide excellence in educational leadership.

Tanya S. Daly-Barnes is a second year Assistant Principal at Miami Edison Middle School. Throughout the course of her career, Mrs. Daly-Barnes has worked in various capacities including: Elementary classroom teacher, ESOL Department Chairperson and (elementary and middle school) Reading Coach which has equipped her with a breadth of curriculum expertise that includes its design, facilitation of fidelity implementation, and evaluation. These roles have enabled Mrs. Daly-Barnes to individually and collectively analyze student and teacher work, utilize such data to address learning needs in areas of essential knowledge and skill throughout the curriculum, as well as observe, coach, model, and influence the pedagogical practices of colleagues. She has spear-headed initiatives that devised focused interventions to strengthen and enhance student learning in specified target areas. Additionally, Learning Community Facilitator training has afforded her countless opportunities to actively engage colleagues and adult learners in professional development assemblies utilizing various “learning protocols” to address issues, team build...
in professional development assemblies utilizing various “learning protocols” to address issues, team build, analyze student work, and present information.

During her first year as Assistant Principal she was directly responsible for the sixth grade students, as well as, the overall Reading Curriculum. As a result, 31 percent of sixth grade students are reading on grade level as compared to 28 from the previous year, and 16 percent of sixth grade students are at or above grade level in Mathematics as compared to 12 from the previous year.

Mrs. Daly-Barnes attended Florida International University where she earned a Bachelor’s degree in Elementary Education in 1999 and Masters degree in Urban Education in 2001. She later completed her post graduate studies at Nova Southeastern University where she earned an Educational Specialist degree in Educational Leadership in 2005. She plans to continue her educational endeavors to significantly impact student achievement.

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 changers 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

Miami Edison Middle has several programs that coordinate with other state and federal dollars available and integrate federal and state programs so that the school can meet state and NCLB requirements. IDEA funding will be used in conjunction with Title II funds to train teachers in strategies that are proven to work with students with disabilities and students with behavior problems. During the 2008-2009 will be implementing the College Board College Ed program to help low-performing students achieve at higher levels and promote their transition into college. This Advanced Placement preparation initiative will be used to increase the rigor of coursework and provide additional opportunities for students to succeed in school and transition to postsecondary education. We will also implementing our highly regarded reading leadership team. The team will work collaboratively to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. The principal, reading coach, in conjunction with the reading leadership literacy team will consider student assessment data, classroom, observational data, teacher's Individual Professional Development Plans, and School Improvement Plan when planning professional development.

School Wide Improvement Model

Note: Required for Title I

The Florida Continuous Improvement Model (FCIM) will be the School-Wide Improvement Model. This data driven, quality-based approach, which tracks student performance, is based on research and helps close the achievement gap between all racial and socioeconomic sub-groups.
Data Disaggregating

Data collected from the Spring 2008 FCAT administration along with data collected from progress measures via: Benchmark Baseline Assessments, District Assessments, Oral Reading Fluency tests (ORF), Diagnostic Assessment of Reading tests (DAR), and the Interim Assessments was used to schedule students who are Level 1 and 2 in reading and/or mathematics into an intensive reading and/or mathematics course, as well as identify instructional groups and weak and strong objectives. Students scoring in the lowest 25th percentile were placed into a daily Academic Improvement Literacy Block. Furthermore, students in the bottom quartile, as well as students who are on the cusp of moving from Level 1 to 2 or Level 2 to 3, have been identified for, reading, mathematics, science and/or writing pull out tutorials that will provide students with remediation on the Sunshine State Standards and tested benchmarks.

The baseline data from the Spring 2008 FCAT administration was used to develop an initial Instructional Focus Calendar and Subject Area Curriculum Maps. Data from school site authored monthly assessments, ORF, DAR, and District Interim Assessments in Reading, Mathematics, Writing and Science will be analyzed and classroom instruction will be revised according to the disaggregated data. Instructional delivery will focus on re-teaching, maintenance and enrichment as evident on assessment results. Priority will be given to the strands in the various tested clusters which yield glaring deficiencies and classroom instruction will be revised according to the data.

The school’s Administrative Team (Principal and 2 Assistant Principals) will conduct Data Chats with individual teachers following the school site authored assessments and District Interim Assessments to discuss areas of growth and opportunities for improvement for both teacher and students. Teachers will conduct Data Chats with students following above mentioned assessments to inform students of their performance on tested benchmarks.

Instructional Timeline

The Instructional Focus Calendars will be revised based on assessment results. The revised calendar will be disseminated to all teachers in all disciplines to reinforce the skills being taught in Language Arts, Mathematics, and Science. Benchmarks with substantial deficiencies in student performance will be given extensive attention with focus on the development and ongoing revision of the subject area pacing guides. Teachers will be required to post the daily instructional focus in all classrooms.

Instructional Focus/Assessment

Monthly assessments, ORF, DAR, District Interim and teacher created assessments will be administered in order to monitor student performance on identified benchmarks.

Tutorials

Assessment results will be used to provide in-class tutorials by re-teaching deficient benchmarks through small group instruction. Additionally, the After School and Saturday School Tutorial curriculum will be aligned with the School-wide Instructional Focus. Before and after school tutorials will be available for all students. In-school pull-out sessions will be implemented in reading, mathematics, science and writing. Students who have met mastery (on grade level) will participate in enrichment activities during the school day, as well as during tutorial time.

Enrichment

Teachers will analyze the data, and group students according to levels of proficiency while providing enrichment.

Maintenance

Teachers will check for retention of skills by continuing to scaffold during planning and instructional delivery. All assessments will include previously assessed benchmarks in an effort to ensure that students are retaining skills.
retaining skills.

Monitoring

The Administrative team and Reading Coaches will monitor the delivery of the instructional focus through frequent classroom visits and observations. The Administrative Team and Academic Coaches will conduct Data Chats with teachers after monthly, ORF, DAR, and District Interim assessment in order to identify areas of student strength and weakness, as well as opportunities for improvement on selected benchmarks and to assist the teachers with a plan of action to increase student achievement. Administrators, coaches and teachers will maintain data notebooks to chart teacher and student progress. Monthly assessment data will be disaggregated and monitored for mastery of skills; the Instructional Focus and Curriculum Maps will be revised accordingly. Teachers will meet collaboratively to conduct an in depth review of assessment data in an effort to monitor student progress. Data for individual teachers by class period will be continuously analyzed to monitor teacher effectiveness for instruction delivery of tested benchmarks.

Implementation of the FCIM will enable the school's leadership team and instructional personnel to effectively disaggregate data from the District Interim Assessments, monthly assessments, ORF, DAR and various school site authored assessments. The results of these analysis will enable the school's leaders to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

NCLB Public School Choice

Note: Required for Title I

Miami Edison Middle School has notified all parents of the Public Choice options available to them as required by NCLB. All parent notifications were disseminated to students to take home to parents and were available in English, Spanish, and Creole. Notifications complied with FDOE timelines.

Miami Dade County Public Schools provided the letters to each school in the district that could be customized for each school's specific information before they were sent home to parents. Miami Edison has utilized the district provided template according to federal and state requirements and sent home to parents within the required timelines. (See attached letters).

Miami Edison Middle School is a Title I school in Sini 5 status. According to the No Child Left Behind Act, Miami Edison Middle School has not made Adequate Yearly Progress for the past five years as a result of the following Subgroups not meeting state proficiency targets in reading and mathematics:

a. Black
b. English Language Learners
c. Economically Disadvantaged
d. Students with Disabilities

In comparison to other middle schools within the district, Miami Edison Middle School is a D school according to the Florida A+ plan. As a result, the school's most recent hires have been Multilingual teachers who are highly qualified in their content area and implementing research based best practices in an attempt to instruct the subgroups in more efficient means.

Miami Edison Middle is committed to promoting shared responsibility between parents and educators to achieve high student performance. Through Title I funds, the Community Involvement Specialists (CIS) serves as a bridge between the home and the school. Parents are encouraged to visit the school regularly to meet with teachers to discuss any concerns and seek resources to assist their children. Parents are also encouraged to participate in the school's volunteer program. They are also invited to become active members of the Parent Teacher Student Association (PTSA) and the Educational Excellence School Advisory Council (EESAC) where they are able to take on a more proactive role towards working collaboratively with the school. We have also added a Parent Resource Center that is available to provide parental workshops in the students' home language, and is coordinated by the CIS.

The Parent Resource Center (PRC) located in the Student Services building directly across from the
The Parent Resource Center (PRC) located in the Student Services building directly across from the attendance office serves as a clearinghouse for information, minutes, and historical data in reference to the PTSA, EESAC, and the School Accountability Board. The PRC is overseen by the Title I funded Community Involvement Specialist (CIS) who conducts monthly parent workshops. The PRC has information available detailing how parents can become involved in their child’s education. A needs assessment is conducted at the beginning of the academic year to determine the needs of both students and parents. All services provided are based on the results of the needs assessment and best practices research.

Members of the community are utilized to provide some of the services that may be required. Staff from the Office of Parental Involvement, the Office of Community Services, and The Parent Academy collaborates with the school and community to provide classes and support to meet the diverse needs of the school community. The District PTA/PTSA provides additional support and training for the school’s local PTA/PTSA.

Periodic messages are transmitted via telephone using the Connect-Ed system. Teachers, counselors, school social workers, administrators and the CIS often conference with parents in person and by phone to discuss student progress. If needed, home visits often occur. Miami Edison Middle School provides timely information to parents regarding student progress by notifying parents via Connect-Ed whenever a student is absent from a school. Parents are also invited to Progress Monitoring Plan (PMP) meetings whenever their child does not meet academic standards. In addition to report cards and quarterly progress reports, parents receive the results of interim assessments. Written and telephone communications are provided in English, Spanish and Creole. If a language other than Spanish or Creole is spoken, the district provides support from a multi-lingual team. In addition, staff members are available on campus to conduct conferences in the parents’ preferred language and to offer translation, as needed. Finally, for parents who prefer technology as a means of communication, the school maintains a website and all staff members are available via email.

**MENTORING AND EXTENDED LEARNING OPPORTUNITIES**

**Teacher Mentoring**

Miami Edison Middle School has a teacher mentoring program that is spear-headed by the Administrative team who will meet with new teachers and veteran teachers in need of improvement. Teachers in need of improvement were identified according to longitudinal FCAT data, and student performance in various progress monitoring measures. The District also provides mentoring for all new teachers via the MINT program. At the school site, each new teacher is assigned a mentor teacher who is experienced in the same academic field as the new teacher. Teachers in need of improvement will be matched with department chairpersons to maximize their instructional practices and skills.

Time is allocated weekly for all of the above mentioned teachers to meet and collaborate. Additionally, the teachers are afforded monthly opportunities to meet with assigned members of the administrative team. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and
the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

* Coaches
  a. Coaches will demonstrate lessons using scientifically-based reading materials for reading.

Reading coaches will demonstrate research-based reading strategies with groups of children, focusing, in particular, on struggling readers. Reading coaches will be available to work in classrooms with teachers and children using materials from the Struggling Readers matrices. Coaches will also work with teachers to analyze data from diagnostic assessments to ensure that interventions are targeted to areas of deficit.

b. Coaches will provide in-service on classroom set ups for effective reading instruction (word walls, leveled text, small group instruction, etc.) Coaches will be well versed in classroom organization and classroom management. Since the coaches are on-site, they will be in classrooms on a daily basis to support teachers who have identified needs. They will assist teachers with organizing learning centers and work with teachers to appropriately organize groups for small group instruction. They will ensure that students are appropriately placed and receive the targeted instruction that will ensure academic progress.

c. Coaches will be members of the reading advisory team at the school level. Coaches will be an integral part of the school's leadership team. They work with the leadership team to analyze data and assure that all students are receiving appropriate instruction. Additionally, as staff development issues are identified, the reading coach will either provide the staff development or identify the resources to meet the needs.

* The principal using the Classroom Walk-Through(CWT) checklist will identify model-reading classrooms. Classrooms with exemplary observations in the five areas of reading will be used as model classrooms at the school site.

* Demonstration classrooms provide a comprehensive and observable model of the K-12 Reading Plan in action. These classrooms enable teachers to gain knowledge of the model and connect with peers in their own or neighboring schools.

* Reading coaches at each school will establish a supportive and productive relationship with the demonstration classroom teacher as they provide them with additional assistance and focused professional development. Additional assistance includes: introducing new materials to promote student achievement, demonstrating strategies as the teacher observes, fine-tuning the classroom environment, and meeting frequently to determine additional needs and adjustments. This cooperative union enables the reading coach to do demonstration lessons with children and materials that are already familiar.

* Demonstration classrooms will also be used as educational laboratories where scientifically based reading products may be sampled and evaluated for effectiveness. The demonstration classroom will provide:
  a. A living model of the K-12 Comprehensive Reading Program.
  b. Opportunities to observe balanced literacy in action school.
  c. Opportunity for the reading coach to have a familiar location to do model lessons that will advance staff development.
  d. A grade specific venue for teachers to observe instructional strategies.
  e. Opportunities to observe the reading coach and/or demonstration teacher’s interaction with students as they teach reading and writing strategies.
  f. Discussion and study points for literacy conversations that may be addressed during other professional development opportunities.
  g. A venue to sample scientifically based educational products.

Key elements of this program are: supporting the New Educator (NE), bridging theory into practice, assessing individual learning needs, and demonstrating effective teacher behaviors. To provide resources and support for New Educators to obtain a Florida Professional Certificate by demonstrating mastery of the State Competencies. Bridging theory into practice is accomplished through monthly Learning Community Meetings that focus on effective practice. Assessing the needs of the NE and creating a Professional Growth Plan provides the NE opportunities for continuous improvement. Finally, NE’s demonstrate effective teaching practices through classroom observations and documentation. After analyzing the progress monitoring data, if the principal realizes that further intensification of teacher interventions is required he/she will provide scaffolded assistance to the necessary teachers. This will be implemented through the literacy/reading coach or, when required, a reading certified or endorsed staff member. Identified clusters

http://www.flsbi.org/0809_sip_templ...
identified clusters that need to be supported will be addressed by instructing teachers in strategies designed to help students struggling in those areas and by providing lessons modeled by the coach. Opportunities will be provided for teachers in need of assistance to visit classrooms of mentor teachers who are more successful in delivering specific lessons in various areas of strength.

Show Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Miami Edison Middle School provides a variety of extended learning opportunities during the year. We have a tutorial FCAT Preparation Program which provides instruction in reading and mathematics. This program focuses on test taking strategies and remediation in reading, mathematics, and writing. Students who attend the tutorial programs are students performing at Level 1 or Level 2 on the FCAT Reading and Math Assessments. Students who are recommended for the writing tutorials have pretest scores of 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs, including ESE or LEP students who did not meet proficiency levels for NCLB. Additionally, students at Miami Edison Middle School are offered SES (Supplemental Educational Services) tutoring free of charge in the areas of Reading, Writing, Math, and Science.

Tutoring programs are aligned to meet the differentiated needs of students. We analyze assessment data in order to correctly place students in appropriate programs that will support each student’s deficiency area. Each student is instructed according to the analysis of the results of his/her mini assessments and with appropriate programs. Tutorial services that address identified areas of need will be provided to students in the form of immediate intensive intervention.

The funding sources for our extended learning opportunities are allocated from Title I, FCAT Enhancement, and After-School All-Stars program funding.

Articulation conversations between classroom teachers, reading coaches, and school providers will take place at least three times per year. Assessment data will be used to identify student needs and link in-school instruction with tutorial programs. The assessment data from FCAT, site authored assessments, District Interim Assessments, or from Individualized Education Plans (IEP) will be utilized when selecting the appropriate intervention for tutorial services.

SCHOOLS GRADED C OR BELOW

Professional Development

The one factor that forms the educational foundation for Miami Edison Middle School is the Continuous Improvement Process of Plan, Do, Study, Act. Professional development will be provided to teachers and appropriate staff implementing the Eight-Step Florida Continuous Improvement Model. Training will include intervention programs, assessments used at the middle school level, Creating Independence through Student-owned Strategies (CRISS), and reciprocal teaching. This model is based on Best Practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and differentiated instruction. Modeling, coaching and support will be provided to new teachers and veteran teachers by the principal and assistant principals, as well as the two reading coaches. Teachers will be offered site based professional development that provides explicit instruction on how to analyze, interpret and disaggregate assessment data. It will demonstrate how to group students in order to differentiate instruction. It will present guidelines on how to implement instructional methodologies within small group instruction to facilitate this process.

Disaggregated Data

http://www.flbsi.org/0809_sip_templ...
Student achievement data will be disaggregated and analyzed to determine student strengths and weaknesses, which will then drive the instructional focus of the teachers and support personnel. As a part of our school improvement model, The Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss weekly and monthly the data results from benchmark mini assessments to determine student needs and instructional strategies.

Informal and Formal Assessments

Miami Edison Middle School will use site authored tri-weekly assessment data, District interim assessments, school authored assessments to measure student progress.

Alternative Instructional Delivery Methods

Miami Edison Middle School will utilize differentiated instruction techniques that emphasize variation in content, process, or products to specifically address student needs. Additionally, CRISS strategies, Reciprocal Teaching, and focused small group instruction will be employed.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Refer to Strategies for Reading, Mathematics and Science.

Responsibility of Teaching Reading for Every Teacher

Refer to Strategies for Reading.

Quality Professional Development for Teachers and Leaders

Refer to Teacher Mentoring, Strategies, and Professional Development for Reading, Mathematics and Science.

Small Learning Communities (SLC)

Refer to Recruitment/Retention of Highly Qualified Teachers, and Teacher Mentoring.

Intensive Intervention in Reading and Mathematics

Intensive Reading classes are required for all Level 1 and 2 students based on their 2008 FCAT scores.

Parental Access and Support

Refer to Parental Involvement Section.

Applied and Integrated Courses

Refer to School Profile

Course Choice Based on Student Goals / Interests / Talent

Are evidenced by students selection of electives through the articulation and scheduling process.
Master Schedules Based on Student Needs

Is developed based on the analysis of the 2008 FCAT data results that determine student needs.

Academic and Career Planning

Is handled through the Student Services, Social Studies and Career Specialist. The College Ed Program is utilized to expose students to diverse post graduate experiences. Career Day, Magnet Fairs, electronic Personal Educational Planner and College visits are offered to students at Miami Edison Middle School.

GOALS

Goal: Reading

*Note: Required for Title I

Scroll down for school data

*Needs Assessment:

Data attained from the Florida Department of Education’s Adequate Yearly Progress Report and the School Performance Accountability Results (SPAR) indicates that Miami Edison Middle School has not made adequate yearly progress.

These are the following subgroups that did not make AYP: Black, Economically Disadvantaged, English Language Learners and Students With Disabilities.

Proficiency increase

According to the 2008 FCAT Reading data, 35 percent of students are reading at or above grade level. This is an increase from 26 percent of the previous year.

Subgroup AYP Targets

With regard to the subgroups, 34 percent of Black students (an increase from 26 percent of the previous year), 35 percent of Economically Disadvantaged students (an increase from 26 percent of the previous year), 22 percent of English Language Learners students (an increase from 9 percent of the previous year) and 34 percent of Students with Disabilities are reading on grade level (an increase from 16 percent of the previous year).

Grade level AYP Targets

Regarding the grade levels, 31 percent of sixth grade students are reading on grade level (an increase from 28 of the previous year); 36 percent in seventh grade (an increase from 27 percent of the previous year) and 21 percent of eighth graders (an increase from 18 percent of the previous year). At the current level of performance the school is faced with the challenge of increasing the percentage of students achieving high standards in reading.

Lowest 25%

According to the 2008 FCAT data 63% of students in the lower 25% made learning gains.

Learning Gains

According to the 2008 FCAT data 58% of students made learning gains.

The data further indicates that the lowest cluster in sixth grade is Words/Phrases with students scoring at a 45 percent correct. The lowest cluster in the seventh grade is Reference/Research with students scoring at 43 percent correct; and the lowest cluster in eighth grade is Reference/Research with students scoring at 38 percent correct. Analysis of data indicates, there is a need to target students in grades six through eight scoring at FCAT achievement level 1 and 2 as well ongoing intensive instruction for the NCLB subgroups, focusing on the Sunshine
State Standards (SSS) and FCAT Reading Benchmarks.

**Objective:**
Given instruction based on the Sunshine State Standards (SSS), students in grades 6-8 will improve reading comprehension skills as evidenced by 65 percent scoring at FCAT achievement level 3 and above on the 2009 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Black students will improve reading skills as evidenced by 65 percent scoring at FCAT achievement level 3 and above on the 2009 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), economically disadvantaged students will improve reading skills as evidenced by 65 percent scoring at FCAT achievement level 3 and above on the 2009 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners students will improve reading skills as evidenced by 65 percent scoring at FCAT achievement level 3 and above on the 2009 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Students with Disabilities will improve reading skills as evidenced by 65 percent scoring at FCAT achievement level 3 and above on the 2009 FCAT Reading Assessment.

**Strategies:**
1. Enroll all FCAT Level 1 and 2 students in intensive reading classes. Disfluent students will be placed in intensive reading plus classes via a daily literacy block. This literacy block will focus on explicit phonics and fluency instruction in order to improve decoding and fluency. Fluent FCAT level 1 and 2 students in need of vocabulary and comprehension instruction will be placed in intensive reading classes.

2. Implement reading intervention courses that include: whole group explicit instruction, small group differentiated instruction, independent reading practice monitored by the teacher, infusion of SSS benchmarks throughout all content areas, and a focus on informational text at a ratio matching that of the FCAT.

3. Reading comprehension and vocabulary strategies will be integrated across all content areas.

4. Progress monitor all students on a consistent basis to include a Baseline, Midyear, and End of the Year Assessment.

5. Include differentiated instruction in the structured day, incorporating the use of a teacher led intervention and independent student centers that support whole group learning.

6. Provide tutorial interventions for Black students not demonstrating mastery on progress monitoring measures during the day and in before/after school tutorials.

7. ELL students will be scheduled in the Developmental Language Arts through ESOL course and will include reading and vocabulary strategies according to SSS.

8. Implement the Co-Teaching Inclusion Model in the general education classroom to assist low performing students and students with disabilities by providing accommodations and remediation through the Exceptional Student Education teacher.

**Evaluation:**
1. Assessment data from the District Interim Assessments, Florida Oral Reading Fluency Measure, Diagnostic Assessment of Reading, and school site authored monthly assessments will be used to measure student progress, and to intensify remediation in the reading classes.

2. Fluent students in intensive reading classes will also be assessed using the CIRP Voyager Journeys Passport Progress Monitoring Assessment three times per school year. Additionally, Level 1 and 2 students will be monitored by a Baseline, Midyear, and End of the Year Assessment.

3. The results of the 2009 FCAT Reading Test.
*Evidence-based Program(s):*

1. Voyager Passport Journeys
2. Intensive Reading Plus classes: Language!
3. Supplemental Intervention Reading Programs (SIRP)
4. Rewards (Intermediate Level)
5. Jamestown Timed Readers
6. SIPPS(Systematic Instruction in Phonemic Awareness Phonics and Sight Words)
7. Classroom Libraries with Structured Monitoring
8. Project CRISS
9. FCAT Explorer
10. Accelerated Reader Program

*Professional Development:*

August: Data Analysis: Linking Data to Instruction and Student Performance Indicators (SPI), 8-Step Florida Continuous Improvement Model (FCIM)
September: Differentiated Instruction and Reciprocal teaching
October: Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words Program (SIPPS), Blueford and Jamestown Series,
November: Creating Independence through Student-owned Strategies (CRISS),
December: Wild about Words, Independent Reading
January: Florida Department of Education: Lessons Learned, FCAT Item Specifications,
February: Accelerated Reader.
March: Reading across the Curriculum
April: Curriculum Mapping
May: Note taking(note making, Curriculum Mapping

Through monthly Literacy Leadership meetings, we will collaborate and modify this schedule of professional development to meet the needs of both our teachers and students. Through the assistance of our state FLaRE coordinator and district and regional center personnel, additional professional development will be held throughout the school year.

**Budget:**

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Final Total: $4,000.00

*Non-Highly Qualified Instructors:* All teachers are Highly Qualified.

End of Reading Goal

Goal: Mathematics

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

*Needs Assessment:*

AYP Targets
Data attained from the Florida Department of Education’s Adequate Yearly Progress Report and the School Performance Accountability Results (SPAR) indicates that Miami Edison Middle School has not made adequate yearly progress.

These are the following subgroups that did not make AYP: Black, Economically Disadvantaged, English Language Learners and Students With Disabilities.

Proficiency increase
According to the 2008 FCAT Math data, 28 percent of students are meeting high standards in math. This is an increase from 24 percent of the previous year.

Subgroup AYP Targets
With regard to the subgroups, 26 percent of Black students (an increase from 25 percent of the previous year), 26 percent of Economically Disadvantaged students (an increase from 24 percent of the previous year), 12 percent of English Language Learners students (an increase from 11 percent of the previous year) and 27 percent of Students with Disabilities are at or above grade level in math (an increase from 8 percent of the previous year).

Grade level AYP Targets
Regarding the grade levels, 16 percent of sixth grade students are at or above grade level (an increase from 12 of the previous year); 25 percent in seventh grade (an increase from 18 percent of the previous year) and 24 percent of eighth graders (a decrease from 34 percent of the previous year). At the current level of performance the school is faced with the challenge of increasing the percentage of students achieving high standards in math.

Lowest 25%
According to the 2008 FCAT data 81% of students in the lower 25% made learning gains.

Learning Gains
According to the 2008 FCAT data 64% of students made learning gains.

The data further indicates that the lowest cluster in sixth grade is Measurement with students scoring at 22 percent correct. The lowest clusters in the seventh grade are Number Sense, Measurement, and Algebraic Thinking with students scoring at 33 percent correct in each; and the lowest cluster in eighth grade is Measurement, Geometry, and Data Analysis with students scoring at 25 percent correct in each. Analysis of data indicates, there is a need to target students in grades six through eight scoring at FCAT achievement level 1 and 2 as well on-going intensive instruction for the NCLB subgroups, focusing on the Sunshine
State Standards (SSS) and FCAT Math Benchmarks.

**Objective:**

1. Given instruction using the Sunshine State Standards, students in grades 6-8 scoring at FCAT Achievement Level 3 or higher will increase to 68 percent or higher on the 2008 FCAT Mathematics Test.

2. Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 68 percent or higher on the 2009 FCAT Mathematics Test.

3. Given instruction using the Sunshine State Standards, the percentage of economically disadvantaged students scoring at FCAT Achievement Level 3 or higher will increase to 68 percent or higher on the 2009 FCAT Mathematics Test.

4. Given instruction using the Sunshine State Standards, the percentage of students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase to 68 percent or higher on the 2009 FCAT Mathematics Test.

5. Given instruction using the Sunshine State Standards, the percentage of English Language Learners students scoring at FCAT Achievement Level 3 or higher will increase to 68 percent or higher on the 2009 FCAT Mathematics Test.

**Strategies:**

1. Enroll all FCAT Level 1 students in intensive mathematics classes

2. School site mathematics personnel will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.

3. Implement assessments that are aligned to the Sunshine State Standards tested benchmarks.

4. All mathematics teachers in grades six through eight will consistently focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.

5. Implement Problem of the Week throughout the school during homeroom where students have the opportunity to solve the problem and receive recognition via the morning announcements.

6. Implement the Co-Teaching Inclusion Model in the general education classroom to assist low performing students and students with disabilities by providing accommodations and remediation through the Exceptional Student Education teacher.

7. Utilize Edusoft as a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.

8. Identify students who scored at or above Level 3 in Mathematics and enroll in advanced academic classes.

9. Provide professional development on the following: (a) identifying students for Advanced Academic classes; (b) data analysis and differentiated instruction for all assessments; (c) computer assisted instruction such as FCAT Explorer, Riverdeep, and Bridges to Algebra.

10. Offer ELL students mathematics tutorial before/after school and on Saturday.

**Evaluation:**

Assessment data from the District Interim Assessments and school site authored monthly assessments will be used to measure student progress, and to intensify remediation in the mathematics classes. The results of the 2009 FCAT Mathematics Test.

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

- Glencoe/McGraw Hill and Holt Mathematics Textbook
- Cognitive Learning Tutor
- FCAT Explorer
- Riverdeep
- Algebraic Thinking Program
- Math Manipulatives
Professional Development:

- August: Disaggregating FCAT Data
- September: Content Clusters for Mathematics
- October: Compass Learning Training
- November: Problem Solving Skills/Strategies
- December: Geometry Strategies
- January: Disaggregating Data from Mid-Year
- February: Algebraic Thinking
- March: Benchmark Strategies
- April: Differentiated Instruction
- May: Curriculum Mapping/Focus Calendars

Budget:

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**Final Total:** $5,000.00

*Non-Highly Qualified Instructors:* All teachers are Highly Qualified.

Goal: Writing

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

*Needs Assessment:* Results of the 2008 FCAT Writing Test indicates that 89 percent of the students in grade eight are meeting state standards in the area of writing, an increase from 69.78 percent from the last reported year (2006).

Based upon the analysis of data on the 2008 FCAT Writing Test, there is a need to continue to provide on-going intensive instruction focusing on both Expository and Persuasive Writing, the FCAT Writing Rubric, and the format of the newly implemented FCAT Writing+.

Previous data indicates that students in grade eight demonstrated tremendous...
gains on the 2008 FCAT Writing Test. Specifically, data reflects that 89 percent of students are meeting state standards in writing. This is an increase of 20 percentage points compared to the 69 percent on 2006 FCAT Writing Test.

In order to continue to meet state standards is the area of writing, at least 90 percent of students in grade eight must score at 4.0 and above on the 2009 FCAT Writing Test. The need to continue practice of the writing process, types of writing (i.e. models of expository and persuasive writing), and elements of writing (i.e. focus, support, organization, conventions) will continue to be implemented across the curriculum.

**Objective:**

Given instruction based on the Sunshine State Standards (SSS), students in grade eight will improve writing skills as evidenced by a one percent increase in the number of students meeting state proficiency of scoring 4.0 and above on the 2009 FCAT Writing Test.

**Strategies:**

1. Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.

2. Administer and analyze the District’s Pre- and Post- Test expository/persuasive writing prompts.

3. Use analyzed data from the District’s Pretest expository/persuasive writing prompts data to establish differentiated instruction groups.

4. Incorporate writing across the curriculum through the utilization of the CRISS philosophies and principles.

5. Incorporate writing across the curriculum through the utilization of the practices outlined in "Reading and Writing Standards and Effective Reading in Secondary Classrooms”. These writing strategies include reader response, journal writing, and essay question writing.

6. Writing will be incorporated across the curriculum during reading instruction to monitor students' learning via reader response logs, two column notes, perspective journal entries, framed paragraphs, and etc.

**Evaluation:**

Monthly assessments using school-site authored and previously released state prompts to monitor students’ progress. The 2009 FCAT Writing Test.

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

The K-12 Comprehensive Research Based Reading Plan.

**Professional Development:**

August & September: Disaggregation of Data
October: Differentiated Instruction
November: Strategies in Writing Across the Curriculum
December: Review of Mid-Year Data
January: Strategies in FCAT Writing Countdown
February: Conventions & Subject/verb use
March-May: Curriculum Maps/Focus Calendars

**Budget:**

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Goal: Science

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

*Needs Assessment: The results of the 2008 Science test administration of the FCAT reflect that 9 percent of students met high standards. Regarding the clusters, students scored the weakest in the Earth/Space cluster at 27 percent correct, which is a significant decrease from the 42 percent of the previous year. Overall, students need improvement in all content clusters. This year a concerted instructional effort in this area should result in an increase in student achievement in science.

*Objective: Given instruction using the Sunshine State Standards (SSS), the percent of students in grade eight meeting state proficiency by scoring a Level 3 or higher will increase by 25% or higher on the 2009 FCAT Science Test.

*Strategies:
1. Engage students in science investigation, including science projects and exhibits, to guide students through a process to engage, explore, explain, extend, and evaluate through the scientific process.
2. Implement science curriculum maps to ensure coverage and mastery of SSS and FCAT Benchmarks.
3. Provide students with opportunities to perform scientific investigations through hands-on laboratory activities and experiments.
4. Utilize the district's scope and sequence according to the Comprehensive K-12 Science Plan for planning instructional activities.
5. Provide and encourage professional development activities which strengthen the teachers' skills and science strategies to assist students in meeting the Sunshine State Standards.

*Evaluation: Monthly school site authored assessment results will be analyzed to evaluate effectiveness of focus lessons on student mastery. District Interim Assessments and mock FCAT Science assessments will be administered and analyzed to assess student learning, monitor progress, and drive instruction in science. Summative assessment results of the 2009 FCAT Science test will be used to evaluate this objective.

*Evidence-based Program(s): Science Voyages State Adopted Series for grades six through eight.

*Professional Development:
- Data analysis: linking data to instruction
- Scientific Thinking
- Instructional focus through ongoing professional development targeting science inquiry strategies, data analysis and critical thinking skills.

Budget:

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Final Total: $56,000.00

*Non-Highly Qualified Instructors:

End of Science Goal

**Goal: Parental Involvement**

*Note: Required for Title I*

**Needs Assessment:** Miami Edison Middle School continues to strive to increase parental involvement which is vital to the success of the overall school program. Our goal is to continue to build on family and community support in order to increase student achievement. Treating parents as valued partners in their child’s education and development is essential to bridging the gap between home and school. Although the percentage of parents attending Back to School night increased to 70 percent for the 2007-2008 school year, the overall percentage of parental involvement was only 45 percent. School-wide parental logs as well as the Community Involvement Specialist logs will be utilized for progress monitoring.

**Objective:** Increase the overall percentage of parental involvement by five percentage points from 45 percent in 2007-2008 to 50 percent in the 2008-2009 school year documented by parent sign-in logs

**Strategies:**

1. Invite parents on a daily basis to utilize the Parent Resource Center as a means for gaining information and exploring educational resources.

2. Increase participation in organized committees such as EESAC, and PTSA as well as all school activities through various methods of advertisement such as flyers, mail outs, and phone calls.

3. Utilize the Parent Academy in the planning and implementation of activities designed to increase parental involvement at the school.

4. Parent meetings will be hosted either in the evening or on a weekend to provide information to parents on course curriculum and activities.

5. Parents will be provided access to tools quarterly that will assist them in monitoring their student’s academic progress and will also be provided information and strategies to assist their students in being successful in all content areas.

6. Parent-student compacts will be developed for all students.

**Evaluation:**

1. Community Involvement Specialist Logs from Parent Resource Center and all
school-wide parent activities will show an increase of five percent as compared to last year.

2. Home visitations by parent liaisons about student progress information will show a satisfactory rating in parent knowledge and involvement in school-related activities.

3. Parent surveys that evaluate interventions and resources provided by the school will show an overall satisfactory rating.

4. Parent surveys from Curriculum Fair, Open House, Second Cup of Coffee will show satisfactory rating of parent knowledge and all other school-related activities will show an increase in parental involvement.

Evidence-based Program(s):

National PTA Standards for Parent and Family Involvement Programs.

Professional Development:

1. The Community Involvement Specialists will attend monthly meetings as they pertain to the needs of the school and District requirement.

2. Teachers will be trained in conferencing skills, and implement strategies on how to maintain a relationship with parents while recruiting other volunteers through the teams.

3. Professional staff development for school personnel on how to create parent-friendly schools.

Within this framework, The Parent Academy offers classes and workshops that are developed around nine subject area strands. A listing follows along with a brief sampling of relevant course offerings:

- Help Your Child Learn (Example: PASSport to Success – 8 module series)
- Parenting Skills (Example: Positive Discipline)
- Early Childhood (Example: Developing Early Literacy Skills)
- Arts & Culture (Example: Enrich Your Child through Arts and Culture in Miami)
- Languages (Example: American Sign Language for Families)
- Computer Technology (Example: Parent Portal)
- Health and Wellness (Example: Preventing Substance Abuse)
- Financial Skills (Example: Financing Your Child’s College Education)
- Personal Growth (Example: GED Preparation – offered through Adult Education)

4. Teachers and parents will receive monthly professional development on PTSA requirements, student learning styles and parental strategies in reading and mathematics curriculum.

Budget:

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Goal: Return on Investment

Needs Assessment: Data from the 2006-2007 Florida Department of Education Return On Investment (ROI) index did not indicate a percentile rank for Miami Edison Middle School. The last reported ROI index for Miami Edison Middle indicated a percentile ranking of 46%. The percent of Highest ROI Value in the state is 60 percent. Miami Edison Middle School will demonstrate efforts to improve student performance in a fiscally efficient manner.

Objective: Miami Edison Middle will demonstrate efforts to achieve a ROI percentile ranking will increase to at least the state ROI percentile.

Strategies:
1. Strategies to improve annual learning gains:
   Continue to use student data analysis results to devise more effective educational strategies that fit the needs of students and staff.
   Continue to provide high quality teacher professional development and monitor its implementation.

2. Strategies to lower the cost per weighted full time equivalent (FTE) student:
   a. Continue to utilize purchased programs effectively and with fidelity.
      Increase student participation and usage in programs provided by the Department of Education.
   b. Continue to utilize school and district in-service training/professional development.

Evaluation: The percentage of student with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI index.

End of Return on Investment Goal

ADDITIONAL GOALS
No Additional Goals were submitted for this school

FINAL BUDGET
### 2008-2009 Florida School Improvement Plan

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<td>Parent Portal</td>
<td>Miami Dade County Public Schools</td>
<td>$0.00</td>
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</tbody>
</table>

**Total:** $0.00

### Professional Development

| Reading | Language Training | District | $0.00 |
| Reading | Voyager Training | District | $0.00 |
| Reading | Voyager Training | District | $0.00 |
| Mathematics | AT Training | Program Provider | $0.00 |

**Total:** $0.00

### Other

| Reading | Explore Learning GIZMOS | District | $0.00 |
| Mathematics | Explore Learning GIZMOS | District | $0.00 |
| Writing | Language Arts Teacher | Title I | $54,000.00 |
| Science | Science Teacher | Title I | $54,000.00 |
| Parental Involvement | Community Involvement Specialist | Title I Administration | $36,000.00 |

**Total:** $144,000.00

**Final Total:** $155,000.00

### 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 purpose of the Educational Excellence School Advisory Council (EESAC) of Miami Edison Middle School is to work to ensure improved student achievement. One of the ways the Council will do this is by preparing and evaluating the School Improvement Plan as required by Section 229.591 F.S., Comprehensive Revision of Florida's System of School Improvement and Education Accountability is to collaboratively define a vision and establish goals for the improvement of student achievement. The EESAC works together with the principal in preparation and evaluation of the School Improvement Plan and...
The purpose of the Educational Excellence School Advisory Council (EESAC) of Miami Edison Middle School is to work to ensure improved student achievement. One of the ways the Council will do this is by preparing and evaluating the School Improvement Plan as required by Section 229.591 F.S., Comprehensive Revision of Florida's System of School Improvement and Education Accountability is to collaboratively define a vision and establish goals for the improvement of student achievement. The EESAC works together with the principal in preparation and evaluation of the School Improvement Plan and fosters an environment of professional collaboration among the educational stakeholders of the school.

The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative manner. EESAC was involved in the following way in the seven areas specified in legislation.

**BUDGET:** The EESAC made recommendations on the instructional purchases that were going to be made with the funds allocated by the state to them. The principal oriented EESAC members with budget operations, and additional budget training has been recommended. The EESAC recommended providing additional funds to supplement the school budget with supplies and incentives for all students. Additional recommendations were made to purchase the school marquee to improve parent/school communication.

**TRAINING:** After EESAC reviewed the Professional Development Survey administered by the school's principal, recommendations were made to provide professional development to teachers in the areas of differentiated instruction in reading, writing, mathematics and science, and most importantly, in classroom management.

**INSTRUCTIONAL MATERIALS:** After EESAC reviewed the data of Miami Edison Middle School and assessed the needs of the school, and recommended purchasing instructional materials that would support the alignment of classroom instruction with state and district standards and course specific materials that focus on reading for information, critical thinking skills, FCAT preparation and incentives for student achievement.

**TECHONOLOGY:** The EESAC reviewed the technology needs assessment conducted by the technology committee and made recommendations as to a plan of action to increase hardware and software within the next three years.

**STAFFING:** The EESAC selected an EESAC representative to be a part of the interviewing committee to select candidates seeking employment at Miami Edison Middle School. Furthermore, they recommended areas in which the school paraprofessionals could be utilized to better address low performing students.

**STUDENT SUPPORT SERVICES:** The EESAC provide input related to parent conferences, child study teams, and counseling programs that support student achievement. The principal and other staff members provide information for clarification. They have set aside funds to purchase rewards for students who are deemed to be representative of the values set forth in the program. Furthermore, they played a role in working with the school guidance counselor in developing developmental groups to address the emotional issues within the student body.

**SCHOOL SAFETY AND DISCIPLINE:** The EESAC provided input in the development of a school-wide safety and discipline plan. Currently, the school has developed an indoor suspension developmental program to serve as an alternative to outdoor suspension. Furthermore, they worked with the administration in outlining areas where security personnel were most needed.

**OTHER MATTERS OF RESOURCE ALLOCATION:** After the principal presented the total school budget to the EESAC, they recommended that the budget resources continued to be used to reduce class size, increase technology, and intervention services for students and parents.

**BENCHMARKING:** The EESAC recommended reviewing and assisting department chairpersons with the development of benchmarking activities to meet the SIP objectives.
SAC Members

Members

1) Richelle T. Lumpkin, Principal
2) Lucille Smith, SAC Chair
3) Elton Lewis, Teacher
4) Nick Decius, Business Member
5) Wilem Jose, Business Member
6) Carmen Ganni, Business Member
7) Sherwin Barnes, Business Member
8) Addis Scott, Parent
9) Joyce Kirkland, Parent
10) Leonard Huffman, School Support Personnel
11) Oscar Pollock, Union Steward

IMPLEMENTATION EVALUATION

The components of this School Improvement Plan are designed to address the benchmarks not met on the previously administered FCAT assessment and to meet the needs of our level I, English Language Learners, Students with Disabilities, and subgroups who did not make adequate yearly progress.

Increase overall student performance and reading comprehension skills as evidenced on the 2009 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), an increase in mathematics performance of all students will be achieved in the 2009 FCAT math test compared to 2008.

Increase number of students in grade eight scoring at 4.0 and above based on Miami Edison Middle School Scorecard requirement as evidenced by the 2009 FCAT Writing Test.

Students will increase their science performance skills to meet the state standards.

These goals will be reached through the effective implementation of curriculum maps, ongoing evaluation of monthly assessments, using data analysis to modify instruction, and monitor classroom instructional practices on a daily basis.
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).

<table>
<thead>
<tr>
<th>FCAT Assessed Grade Level: 3</th>
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<tbody>
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<td></td>
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<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
</tr>
<tr>
<td>Name of Assessment Used</td>
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<td>% Non-Mastery</td>
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<td>% Non-Mastery</td>
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<td>% Mastery</td>
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</tr>
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## Baseline data aggregated at school level

### AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
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<td>3</td>
<td>97</td>
<td>100</td>
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</tbody>
</table>

<table>
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<tr>
<th>Group</th>
<th>Reading Tested 95% of the students?</th>
<th>Math Tested 95% of the students?</th>
<th>58% scoring at or above grade level in Reading</th>
<th>62% scoring at or above grade level in Math</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Percent of Students on track to be proficient in reading</th>
<th>Percent of Students on track to be proficient in math</th>
<th>Growth model reading</th>
<th>% of students on track to be proficient in math</th>
<th>Growth model math % of students on track to be proficient in math</th>
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<td>100 Y</td>
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<td>98 Y</td>
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### 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2

#### Did the School make Adequate Yearly Progress?

The section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested</th>
<th>Math Tested</th>
<th>95% scoring at or above grade level in Reading</th>
<th>56% scoring at or above grade level in Math</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Safe Harbor Math</th>
<th>% of Students on track to be proficient via safe harbor</th>
<th>Growth model reading</th>
<th>Growth model Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>98 Y</td>
<td>98 Y</td>
<td>26 N</td>
<td>24 N</td>
<td>88 N</td>
<td>76 N</td>
<td>74 N</td>
<td>NA</td>
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<td>38 NA</td>
<td>48 NA</td>
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<tr>
<td>BLACK</td>
<td>98 Y</td>
<td>98 Y</td>
<td>26 N</td>
<td>25 N</td>
<td>88 N</td>
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<td>74 N</td>
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<td>NA</td>
<td>38 NA</td>
<td>50 NA</td>
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<td>76 N</td>
<td>NA</td>
<td>77 N</td>
<td>38 N</td>
<td>48 N</td>
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<td>99 Y</td>
<td>9 N</td>
<td>11 N</td>
<td>76 N</td>
<td>NA</td>
<td>89 N</td>
<td>NA</td>
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<td>STUDENTS WITH DISABILITIES</td>
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<td>25 NA</td>
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</table>

### 2005-2006 Adequate Yearly Progress (AYP) Report - Page 2

The section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested</th>
<th>Math Tested</th>
<th>95% scoring at or above grade level in Reading</th>
<th>50% scoring at or above grade level in Math</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Safe Harbor Math</th>
<th>% of Students on track to be proficient via safe harbor</th>
<th>Growth model reading</th>
<th>Growth model Math</th>
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</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>99 Y</td>
<td>99 Y</td>
<td>24 N</td>
<td>23 N</td>
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## SCHOOL GRADE DATA

http://www.flbsi.org/0809_sip_templ...
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<tr>
<th>Dade School District</th>
<th>MIAMI EDISON MIDDLE SCHOOL</th>
<th>2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
</tr>
<tr>
<td>% Meeting High Standards (FCAT Level 3 and Above)</td>
<td>39%</td>
<td>28%</td>
</tr>
</tbody>
</table>
| % of Students Making Learning Gains | 58% | 64% | | | 122 | 3 ways to make gains:  
  ● 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? | 63% (YES) | 81% (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 | | | | | | 431 |
| Percent Tested = | 99% | | | | | |
| School Grade | | | | | | D |

<table>
<thead>
<tr>
<th>Dade School District</th>
<th>MIAMI EDISON MIDDLE SCHOOL</th>
<th>2006-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
</tr>
<tr>
<td>% Meeting High Standards (FCAT Level 3 and Above)</td>
<td>29%</td>
<td>29%</td>
</tr>
</tbody>
</table>
| % of Students Making Learning Gains | 53% | 60% | | | 113 | 3 ways to make gains:  
  ● 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? | 65% (YES) | 67% (YES) | | | 132 | 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 | | | | | | 405 |
| Percent Tested = | 98% | | | | | |
| School Grade | | | | | | I |

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<tr>
<th>Dade School District</th>
<th>MIAMI EDISON MIDDLE SCHOOL</th>
<th>2005-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
</tr>
<tr>
<td>% Meeting High Standards (FCAT Level 3 and Above)</td>
<td>26%</td>
<td>25%</td>
</tr>
</tbody>
</table>
| % of Students Making Learning Gains | 66% | 66% | | | 132 | 3 ways to make gains:  
  ● 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? | 77% (YES) | | | | 77 | Adequate Progress based on gains of lowest 25% of students. Yes, if 50% or more make gains. |
| Points Earned | | | | | | 337 |
| Percent Tested = | 99% | | | | | |
| School Grade | | | | | | C |

Grade based on total points, adequate progress, and % of students tested.