

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Charles R. Hadley Elementary School (2331)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - Mary Menchero

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Charles R. Hadley Elementary School was built in 1986 as part of the Miami Coral Park Feeder Pattern. The school is supported by the PTA and Dade Partners who contribute generously to the various programs at the school. Our most active Dade Partners are as follows: Burger King #984, Costco, Home Depot #219, Goya Foods of Florida, Party Patt Supplies, Publix Super Market #010, Piccadilly Cafeteria, Walmart Store #2091 and Sam's Club #6217.

Costco donated book bags for our needy kids, Piccadilly Cafeteria graciously donated the opening of the year breakfast for our teachers, as well as our annual PTA Spaghetti Dinner fundraiser. Goya Foods donated juices and coffee for Spanish Heritage Month and Home Depot donated mulch for our school beautification Projects. Charles R. Hadley serves 1,077 children in an urban neighborhood with a highly mobile population. Our mobility rate is 25 percent. The Hispanic population makes up 96 percent and 36 percent of the students are English Language Learners (ELL). Approximately 70 percent of the students are on the federally funded free or reduced lunch program. Due to the diversity of the student population, individual needs are met through the implementation of the following programs and services:

- English Language Learners (ELL)
- "Egg-ceptional Writing Program" (site-authored writing program)
- Science Laboratory and FOSS
- Accelerated Reader (AR), STAR Reading, Riverdeep, FCAT Explorer, Lexia, Voyager
- Reaching Excellence at Charles Hadley (REACH) - Gifted Program
- Special Education (SPED) Inclusion
- Self-contained Language Learning Disabled (LLD)
- Early Intervention Special Education- Pre-K
- Speech/Language Impaired Half-Day (Pre-K Program)
- Co-Teaching (Pre-K SPED Program)
- Academic Excellence Program (AEP)
- Students Acquiring Bilingual Education through Reform (SABER)
- Citibank FamilyTech Program-Annenberg Grant
- Extended Learning (Tutoring)
- Children's Trust Fund- Florida International University
- Drug Awareness Resistance Education (DARE)
- Families Learning at School and Home (FLASH)
- Oyentes/Listeners
- Title I
- Miami Children's Health on Wheels
- Teaching Enrichment Activities to Minorities (TEAM)
- Family Enrichment Center (FEC)
- COMER School Development Program – Yale University
- Health Connect in Our Schools

Charles R. Hadley's performance groups include 22 percent of our students scored Level 1 and Level 2 in the 2007 administration of the FCAT Reading. In the 2007 administration of the FCAT Mathematics, 17 percent of our students scored Level 1 and Level 2. In the 2007 administration of the FCAT Science, 52 percent of our students scored Level 1 and Level 2. Charles R. Hadley has met the NCLB subgroup requirements.

The school's teacher population includes 15 percent White, 18 percent Black, and 67 percent Hispanic. Eight percent of our staff is male and 92 percent female.

Our Pre-K through third grade class size averages 18 students and 22 students for grades four and five. Charles R. Hadley's attendance rate is 96.67 percent. Our retention rate for third grade is nine percent.

The School Improvement Plan (SIP) objectives, in conjunction with these programs, will ensure the attainment of Charles R. Hadley's mission: "To ensure student achievement by providing a quality education in a safe and nurturing environment." To further meet the needs of the students, all pertinent data (including the 2006-2007 results from the Florida Comprehensive Assessment Test (FCAT) in Reading, Mathematics, Writing, and Science) are analyzed by the school staff, as well as the Educational Excellence School Advisory Council (EESAC). A variety of carefully selected strategies, including academic intervention programs, will also ensure the attainment of the school's mission. The staff, students, and community of Charles R. Hadley Elementary School will put into practice these strategies in order to achieve the following objectives:

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

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 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given increased attention to parental and community involvement, there will be a 5 percent increase in the number of school sponsored Writing workshops for parents as evidenced by a comparison of the 2006-2007 attendance rosters to those of 2007-2008.

Given an emphasis on a safe and disciplined environment, the school's attendance average will increase 1 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the Reading Plus Program as evidenced by a 10 percent increase of the number of students completing 30 lessons or more during the 2007-2008 school year as compared to the 2006-2007 school year utilizing the Reading Plus Program reports.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their overall fitness level from pre-test to post-test as evidenced by 25 percent of the students showing improvement in meeting high standards of the 2007-2008 administration of the FITNESSGRAM tests.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program (AEP) will increase by 10 percent during 2007-2008 school year as compared to the 2006-2007 school year.

Charles R. Hadley Elementary School's Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

The results of the 2007 Organizational Performance Improvement Snapshot will be utilized as a tool to accomplish the vision and mission of the school. The results were favorable in all seven categories. Hadley's strengths are most evident in Customer/Market Focus (Category 3) and Measurement/Analysis/Knowledge Management (Category 4). Hadley's ranking in Category 3 demonstrates that the faculty and staff are cognizant of who their customers are and how to best meet their needs; thus ensuring customer satisfaction and loyalty. The results for Category 4 indicate that Hadley's employees are adept at measuring and analyzing the quality of their work. This allows the faculty and staff to determine the most appropriate course of action in order to reach the school's goals. The remainder of the survey categories also demonstrates high approval ratings for Charles R. Hadley's Leadership, Strategic Planning, Human Resources, Process Management, and Business. Although high employee satisfaction is evident, a very small percentage of the faculty and staff felt that when planning for the future, the organization will benefit from having a diverse selection of avenues to provide input, share ideas, and have more opportunities to learn about the financial status of the organization. Through the use of Hadley's multi-tier organizational system, all faculty and staff members will receive information related to Hadley's financial status by the following communication methods: Faculty/Staff Meetings, Quality Improvement and Deployment Team (QIDT), Hadley's Operational Team (HOT), Grade Level Meetings, Cadre Meetings, Weekly Bulletin, and e-mail.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

2331 - CHARLES R. HADLEY ELEMENTARY SCHOOL

VISION

Charles R. Hadley Elementary School's vision is to guarantee all students a solid foundation of knowledge.

MISSION

Charles R. Hadley Elementary School's mission is to ensure student achievement by providing a quality education in a safe and nurturing environment. The principal at Charles R. Hadley Elementary provides strong instructional leadership to guarantee all students a solid foundation of knowledge. This also contributes to ensuring student achievement by providing a quality education in a safe and nurturing environment.

CORE VALUES

Diversity:

Everyone can learn

Integrity:

A safe learning environment is paramount

Citizenship:

Customers are a priority

Excellence:

Uphold high standards of professionalism

School Demographics

Charles R. Hadley Elementary School's faculty and staff offer students a high quality educational program in order to achieve the school's vision and mission. Most importantly, high student achievement is the major emphasis at Charles R. Hadley Elementary, specifically in the areas of Reading, Mathematics, Writing, Science, and Technology. Charles R. Hadley Elementary School was built in 1986 in order to better serve the community. The school is located on 11 acres in central Miami-Dade County at 8400 NW 7th Street. The school consists of four two story buildings, one Primary Learning Center (PLC) and 12 portables. There are three playground areas, a reading courtyard, a physical education shelter, court, and a covered plaza. Charles R. Hadley Elementary School is led by a proactive principal who maintains a well kept and attractive facility with beautiful gardens that contribute to fostering a positive learning environment for students and staff. As a result, the school provides a safe haven for the parents and community at large. The school has a PLC in which the pre-kindergarten and kindergarten students are housed. The PLC provides a school within a school in which the youngest members of the student body find a safe and nurturing setting. The facility also presents great challenges that are now more evident with the reduction of class size amendment. Although the student population remains stable, more classrooms are needed to accommodate a smaller teacher-student ratio. In the past, the building had limited storage space for equipment, furniture, and supplies. The large school enrollment, the number of parents transporting their children, and the number of private bus companies transporting students have created a challenge for arrival and dismissal. Anticipating this challenge, the principal secured additional security monitor personnel and revised the arrival and dismissal procedures to ensure a safe learning environment. The PLC facility presents an additional challenge due to the facility being constructed without a cafeteria and students having to eat in the covered patio. The maintenance department installed awnings to protect students from the weather. There are no renovation projects at this time.

Charles R. Hadley Elementary School serves 1,077 students in grades Pre-Kindergarten through fifth in an urban neighborhood with a highly mobile population (25 percent mobility rate). The student population is composed of 96 percent Hispanic, two percent White, one percent Black, and one percent Other. Approximately 70 percent of the students are economically disadvantaged, and are receiving free and/or reduced lunch. Charles R. Hadley's performance groups include 22 percent of our students scored Level 1 and Level 2 in the 2007 administration of the FCAT Reading. In the 2007 administration of the FCAT Mathematics, 17 percent of our students scored Level 1 and Level 2. In the 2007 administration of the FCAT Science, 52 percent of our students scored Level 1 and Level 2. Charles R. Hadley has met the NCLB subgroup requirements. Ninety-three percent of the student population reside within the attendance boundary. These students walk to school, are transported by their parents, or receive transportation provided by private bus companies. Seven percent of the students are enrolled at Charles R. Hadley Elementary School with an Out of Area Transfer. Twenty-three students enrolled in the Special Education (SPED) receive transportation provided by the district. Students residing outside the attendance boundary receive transportation from their parents. Charles R. Hadley Elementary feeds into Ruben Dario Middle, Rockway Middle, and West Miami Middle schools. Rockway Middle was graded an A in 2007 and both Ruben Dario Middle and West Miami Middle were graded a B in 2007.

The administrative team is comprised of one principal and two assistant principals. The school employs a total of 101 full-time staff members including 3 administrators, 53 classroom teachers, 15 special area teachers, 2 guidance counselors, 1 media specialists, 5 SPED teachers, 2 speech pathologists, 5 full-time clerical staff, 4 full-time paraprofessionals, 7 full-time custodians, 1 full-time security monitor, and 3 full-time food service employees. The ethnic breakdown of the instructional staff is as follows: White -15 percent, Black - 18 percent, and Hispanic- 67 percent. The gender breakdown is male - 8 percent, female -92 percent. As a result of implementing the state's class size reduction amendment, 5 beginning teachers have been added to the faculty and two teachers have transferred from other schools. The teacher-to-student ratio for grades pre-kindergarten through third grade is 1:18 and for fourth and fifth grade the ratio is 1:22. The average teaching experience is 16 years and 45 percent of the faculty have advanced degrees. Seven teachers have received National Board Certification and four others have applied. The school operates under a multi-tier governing system in which stakeholders are encouraged to actively participate. The Leadership Team at Charles R. Hadley Elementary is comprised of each grade level chairperson and the EESAC Cadre representatives; thus, all employee groups are represented and provide input to achieve high performance standards. The highest priority for the Leadership Team is to monitor student performance and to implement strategies that will yield the best results.

Charles R. Hadley is a child-centered Comer school that operates under the three guiding principles of collaboration, consensus, and no-fault. Based on the Comer philosophy, all decisions are made with the child in mind. As a result, the school provides a variety of specialized programs to meet specific individual needs. Title I funds are also used to implement additional services. In addition to the academic curriculum, Charles R. Hadley offers a wide range of services including on-site registered nurse, psychological, counseling, water safety, drug awareness and character education. These services are provided in collaboration with community partners such as Miami Children's Hospital, the Children's Psychiatric Center (CPC), and Florida International University (FIU) through the ENLACE (Engaging Latino Communities for Education) Miami Program funded by the Children's Trust Fund. The student population is 96 percent Hispanic of which 36 percent is ELL. To meet their needs, the school provides English for Speakers of Other Languages (ESOL) self-contained and pull-out classes depending on the ESOL level of the students. To further meet the needs of ELL students, the ESOL Program has been highly enhanced by the utilization of computer labs, the most current educational software, and instructional materials. Bilingual teachers receive training in the latest ESOL and FCAT teaching strategies and the use of technology. Students Acquiring Bilingual Education through Reform (SABER) Program meets the needs of bilingual students by enriching their home language while exposing them to high level thinking skills in English. Thomas and Collier (1997) conducted a longitudinal study of five large school districts from 1982-1996 describing the characteristics of K-12 language-minority students, the instructional interventions they received and the test results they received after they participated in the program for language-minority students.

Their findings revealed that only English Language Learners (ELLs) who received strong cognitive and academic development in their native language for many years (at least through grades 5 or 6), as well as in English, are performing well in school as they approach high school graduation. The results also showed that only quality, long-term, bilingual programs using the most current teaching practices, such as one-way and two-way developmental bilingual education, give language-minority students the cognitive and academic development needed to be academically successful in English, and to sustain their success as they reach their high school years. In addition, Spanish classes are offered to all students to help them acquire or maintain the Spanish Language. Eight percent of the student population at Charles R. Hadley Elementary School is composed of learning disabled students. To fully serve these students in the SPED Program, the school is implementing a primary and intermediate self-contained Language Learning Disability (LLD) Program and inclusion classes for all grade levels. The average class ratio for those students in the inclusion program is 18 students in Pre-K through third and 22 students for grades four and five. The school also provides individual and small group tutoring classes to help SPED students achieve annual learning gains. Charles R. Hadley Elementary School offers an in-house, high paced critical thinking gifted program. Presently, seven percent of the student population is gifted. Approximately 85 percent of the students fall within the average range of regular classroom instruction. To meet their needs, the school offers high level critical thinking skills programs such as Teaching Enrichment Activities to Minority Students (TEAM) during school and Academic Excellence classes after school. Barba and Merchant (1990) report that nearly all of the thinking skills and programs and practices investigated were found to have a positive result in the achievement levels of students. They added that studies which look at achievement over time found that thinking skills instruction accelerated the learning gains of participants. Tutorial services utilizing intensive one-to-one assistance, supplemental materials, and computer applications are provided for low achieving students before, during, and after school, as well as Saturday Academy, to help them achieve instructional benchmarks. Kulik (1994) emphasized that one type of computer application that results in positive gains on achievement tests at the elementary level is computer tutoring. Kulik also found that computer software classified as drill-and-practice dramatically improved students' scores on achievement tests.

Charles R. Hadley Elementary School houses three computer labs: one for the Students Acquiring Bilingual Education through Reform (SABER) dual language program; one for the Title I Program which serves students with the greatest needs; and one for the ELL students. Kulik and Kulik (1991) conducted one of the most comprehensive studies to determine the effects of computer instruction on student achievement. In 81 percent of the studies, students in computer-based instruction (CBI) classes performed higher on achievement tests than students who were taught by conventional methods without computer technology. In addition, the school has a Science Lab, Media Center, and Family Enrichment Center (FEC). The FEC provides parents and families with knowledge and information on how to best assist students. Starkey and Klein (2000) stressed in their article entitled *Fostering Parental Support for Children's Mathematical Development: An Intervention with Head Start Families* published in the *Early Education Development Journal* that such programs help parents engage in the kind of involvement that may also offer demonstrations of developmentally appropriate teaching activities, opportunities for practice of varied strategies, and information about assessing students' progress. The school has been retro-fitted to provide Internet access to 100 percent of the classrooms and has purchased servers to network most software programs to all classrooms. All classrooms have computers, printers, and other technological equipment. School funds, specially allocated state grants, federal grants, community school monies and private education foundations provide resources to equip the school. In addition, the school is supported by the PTA and Dade Partners who contribute generously to the various programs at the school. Our most active Dade Partners are as follows: Burger King #984, Costco, Home Depot #219, Goya Foods of Florida, Party Patt Supplies, Publix Super Market #010, Piccadilly Cafeteria, Walmart Store #2091 and Sam's Club #6217. Costco donated book bags for our needy kids, Piccadilly Cafeteria graciously donated the opening of the year breakfast for our teachers, as well as our annual PTA Spaghetti Dinner fundraiser. Goya Foods donated juices and coffee for Spanish Heritage Month and Home Depot donated mulch for our school beautification Projects.

A culturally rich curriculum with real-life applications and challenging materials is offered to all students. Depending on each child's academic levels, accommodations are made and opportunities are given to promote the educational, social, and emotional growth of every child. Additionally, Charles R. Hadley Elementary School has developed a comprehensive technology program that involves all teachers and incorporates the utilization of technology in all subject areas. Part of the program is the Citibank FamilyTech Program funded through a Public Education Fund grant which allows all students in 13 classes to take home a computer and participate in this partnership with the business world. In an effort to integrate all curriculum areas with technology, Charles R. Hadley Elementary School implements the school developed program, *Exploring Our World through Cyber Space* which utilizes a thematic approach to instruction and incorporates community service.

Hadley's success is evident in the number of awards, recognitions, and grants that have been received. The school was awarded the prestigious Sterling Governor's Award in 2005 and Florida Sterling Quality Achievement Award in 2004. Charles R. Hadley Elementary has also achieved the Florida Recognition "A" rating 7 times since the program's inception. In addition, Hadley has received the following awards and grants:

- Council for Educational Change Florida Top 20 High Performance School
- M-DCPS Platinum Award
- Golden School Award
- Red Carpet School Award
- Sunshine Medallion Award
- Little Red Schoolhouse Award
- Five Star Award
- Title I District Advisory Council (DAC) Access Center Attendance Award
- Title I Parent Advisory Council (PAC) Outstanding Parent Activities Award
- Citibank FamilyTech Program – Annenberg Grant
- Children's Trust Fund Grant



School Improvement Plan

2007-2008



- Miami-Dade Community College Parental Involvement Grant
- Florida International University Families Learning at School and Home (FLASH) Grant

The implementation of Hadley's School Improvement Plan, multi-tiered organizational system, diverse programs and continuous improvement model (PDSA) ensures the success of the entire organization. The results of the 2007 Organizational Performance Improvement Snapshot delineate the areas of strength that further support the school's goals. The faculty and staff are knowledgeable about the school's customers and their needs. This contributes to customer satisfaction and allegiance. Measurement and analysis of the employees' quality of work are also instrumental in maintaining high levels of achievement. Other factors that contribute to the organization's success are the extremely competent faculty and staff, the high level of employee satisfaction, the outstanding leadership and the overall comprehensive strategic planning process. In the future, the organization will also benefit from having a diverse selection of avenues to provide input, share ideas and have more opportunities to learn about the school's financial status. This will be accomplished through the use of the multi-tiered organizational system and the wide variety of communication channels, such as Faculty/Staff Meetings, Quality Improvement and Deployment Team (QIDT), Hadley's Operational Team (HOT), Grade Level Meetings, Cadre Meetings, Weekly Bulletin, and e-mail. The integration and implementation of all these components are vital in the attainment of Charles R. Hadley Elementary's vision and mission.

School Foundation

Leadership:

The leadership focus category of the Organizational Performance Improvement Snapshot (OPIS) reflects a score of 4.6 out of 5.0. A review of the OPIS indicates that Charles R. Hadley Elementary School's leadership is instrumental in the success of the school. All of the leadership items also indicate that the faculty and staff are highly satisfied with the school's leadership. The senior leader and the leadership team set and deploy organizational values by using the Comer principles of collaboration, consensus, and no-fault. Short-term directions are set and deployed in accordance with the School Improvement Plan (SIP); long-term directions are in alignment with the M-DCPS five year District Strategic Plan. Both plans are utilized in the deployment of performance expectations. The senior leader's vision includes a focus on creating and balancing organizational values for customers and other stakeholders in their performance expectations by communicating on a continuous basis. The leadership communicates these values, directions, and expectations through the multi-tier, team-based leadership system.

District Strategic Planning Alignment:

The strategic planning focus category of the (OPIS) reflects a score of 4.4 out of 5.0. Charles R. Hadley Elementary School's employees are involved in all stages of the deployment and implementation of the school's vision, mission, and core values. The strategic planning process used is a comprehensive integrated management system that incorporates the expectations of the stakeholders and reflects the school's goals and objectives. This process utilizes the Plan-Do-Study-Act cycle which ensures continuous improvement. In addition, through the use of Hadley's multi-tier organizational system, all faculty and staff members are given the opportunity to be involved in the deployment of short-term and long-term plans. EESAC, faculty, grade level, Cadre, QIDT, and HOT meetings are regularly held to examine, understand, and integrate the school's goals and objectives and ensure alignment with the total school program.

Stakeholder Engagement:

The customer and market focus category of the (OPIS) reflects a score of 4.6 out of 5.0. Based on the results of the survey, it is evident that the faculty and staff recognize the importance of establishing and maintaining an alliance with their customers and stakeholders. This partnership is achieved through valuable input and feedback these groups have in the school's overall planning process. The information gathered from the customer/stakeholder groups is utilized to determine the primary needs, requirements and expectations of the organization. Customer satisfaction and high academic achievement continuously improve due to the inclusion of all customer segments in the decision making process. Furthermore, Hadley provides its key customers with a wide range of approaches that facilitate communication and collaboration. In addition, employees analyze the services provided and use the results to develop action plans to better meet the students' needs; thus ensuring customer satisfaction and loyalty.

Faculty & Staff:

The human resources focus category of the (OPIS) reflects a score of 4.4 out of 5.0. Survey results indicate that Charles R. Hadley Elementary School's multi-tier, team-based system is instrumental in promoting cooperation, individual initiative, empowerment, and innovation among the faculty and staff. The team-based system capitalizes on the diverse ideas, cultures, and thinking of its employees and the community with which it interacts. The administration utilizes the expertise and creativity of its employees throughout all levels of the organization. This gives employees the opportunity to share their skills and knowledge with the entire community. Team structure brings together faculty and staff from different parts of the organization to act on issues that affect both their functional areas and the organization in general; thus promoting the organization's goals.

Data/Information/Knowledge Management:

The human resources focus category of the (OPIS) reflects a score of 4.4 out of 5.0. Survey results indicate that Charles R. Hadley Elementary School's multi-tier, team-based system is instrumental in promoting cooperation, individual initiative, empowerment, and innovation among the faculty and staff. The administration utilizes the expertise and creativity of its employees throughout all levels of the organization. This gives employees the opportunity to share their skills and knowledge with the entire community. Team structure brings together faculty and staff from different parts of the organization to act on issues that affect both their functional areas and the organization in general; thus promoting the organization's goals.

Education Design:



School Improvement Plan

2007-2008



The human resources focus category of the (OPIS) reflects a score of 4.5 out of 5.0. Survey results indicate that Charles R. Hadley Elementary School's multi-tier, team-based system is instrumental in promoting cooperation, individual initiative, empowerment, and innovation among the faculty and staff. Teachers and staff members will receive a report with all financial decisions presented at EESAC and teachers will be encouraged to attend monthly EESAC meetings to familiarize themselves with financial reports.

Performance Results:

The business results focus category of the (OPIS) reflects a score of 4.4 out of 5.0. The 2007 Organizational Performance Improvement Snapshot survey indicates favorable results in all seven categories. The survey results from the Student Climate Survey (SCS) and the Parent Climate Survey (PCS) also indicate the students' and stakeholders' satisfaction in relation to the organization's service performance. The school has received an "A" rating seven times in the past eight years due to high student performance. Seven percent of the student population is out-of-area transfers due to the organization's high performance and specialized programs.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Statement

All students will demonstrate increased performance in reading.

Needs Assessment

Charles R. Hadley Elementary School conducted a Two-Step Cluster Analysis of the reading data in grade levels three through five FCAT test results. The data revealed that 29 percent of the students in grades three through five are reading below grade level as evidenced by scores falling below Level 3. The lowest performing grade level in reading was third grade with 69 percent of the students scoring Level 3 or above, in comparison to 71 percent of fifth grade students that scored at Level 3 or above, while the best performance was demonstrated by the fourth grade students with 74 percent scoring Level 3 or above. An in-depth analysis of each grade showed the following: Thirty-one (31) percent of students are reading below grade level in grade three. These students are most successful with Words and Phrases, Main Idea and Author's Purpose, and Comparisons. However, these students need additional help with Reference and Research. As a result, these students need further assistance with multiple representations and using information in tables and graphs. In grade four, 26 percent of the students are reading below grade level as evidenced by scores on the 2007 Reading FCAT administration. These students are most successful with Comparisons, Main Idea and Author's Purpose, and Reference and Research. However, these students need additional help in Words and Phrases. As a result, students need further assistance with the expansion of their vocabulary. In grade five, 29 percent of the students are reading below grade level as also evidenced by scores on the 2007 Reading FCAT administration. These students are most successful with Reference and Research, Comparisons, and Main Idea and Author's Purpose. Like fourth grade, improvement is needed in the area of Words and Phrases; therefore, further assistance will be needed to increase their vocabulary including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships. In accordance with our Adequate Yearly Progress (AYP) Report, our subgroups include Hispanics, the Economically Disadvantaged, and ELL. Data shows that 26 percent of our Hispanic population is reading below grade level. In addition, 28 percent of our Economically Disadvantaged and 34 percent of our ELL's are also reading below grade level.



School Improvement Plan 2007-2008



NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Continuous Improvement Model (CIM) schoolwide to ensure student achievement in reading.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Continuous Improvement Model	700
Identify Level 1 and 2 and ELL students on the FCAT Reading Test to provide tutorial intervention services before, during, after school and Saturday Academy.	Principal and/or Assistant Principal(s), Reading Coach	8/20/2007	5/30/2008	Other/ Not Applicable	11000
Utilize Accelerated Reader (AR) in grades three through five to monitor student independent reading progress as evidenced by individual book tests results.	Principal and/or Assistant Principal(s), Reading Coach, Media Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	1400
Utilize Voyager Passport in all grades for reading intervention.	Principal and/or Assistant Principal(s), Reading Coach	8/20/2007	5/30/2008	Other/ Not Applicable	0
Use FCAT Explorer, Riverdeep, Reading Plus as well as, the SABER and Title I computer labs in grades three to five to provide computer assisted instruction, remediation, and enrichment.	Principal and/or Assistant Principal(s), Reading Coach, Media Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Student Performance Indicator (SPI) and Teacher Portal to disaggregate Reading Test data of students in grades three through five to provide instructional focus.	Principal and/or Assistant Principal(s), Reading Coach	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin, 2003 Edition; Voyager Passport Program; Early Success; Soar to Success; Compass Learning

Professional Development

In order to improve Reading instruction to promote student achievement, the following training sessions will be attended:

1. Assessment Plan: DIBELS- September 2007
2. Florida Kindergarten Readiness Screener (FLKRS)- August, 2007
3. The Reading Coach Meetings - August, 2007 through May, 2008
4. Reading Standards Staff Development - August 2007
5. Reading Plus - August, 2007
6. Diagnostic Assessment of Reading (DAR) - October, 2007

Evaluation

The scores on the 2008 FCAT Reading Test will be used to evaluate this objective. In addition, to monitor student progress and the tutorial programs, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used for grades K through three and FCAT Reading Level 1 and 2 students in grades four and five. Also, the District Reading Interim Assessments will be used to monitor progress in grades three through five.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

Charles R. Hadley Elementary School conducted a Two-Step Cluster Analysis of the mathematics data based on grade levels three through five FCAT Test results. The data revealed that 22 percent of the students in grades three through five are working below grade level in mathematics as evidenced by scores falling below level 3. An in-depth analysis of each grade showed the following: 15 percent of the students in grade three are working below grade level in mathematics. These students are most successful with (1) Measurement followed by, (2) Geometry, and (3) Data Analysis. Their weakest strands include (1) Number Sense, and (2) Algebraic Thinking. As a result, students will need assistance in understanding number representations, the effects of operations, estimation, patterns and relationships, and equations. In grade four, 19 percent of the students are working below grade level in mathematics as evidenced by scores on the 2007 Mathematics FCAT Administration. These students are most successful with (1) Geometry, (2) Algebraic Thinking, and (3) Data Analysis followed by (4) Number Sense. The greatest area of need in this subject is Measurement. As a result, the students will need assistance in measuring quantities and comparing and converting within systems of measurements. Lastly, in grade five, 33 percent of the students are working below grade level in mathematics as also evidenced by scores on the 2007 Mathematics FCAT administration. These students are most successful with (1) Geometry, followed by (2) Data Analysis, (3) Measurement, and (4) Number Sense. Data also indicates that their weakest strand is Algebraic Thinking. In accordance with our Adequate Yearly Progress (AYP) Report, our subgroups include Hispanics, the Economically Disadvantaged, and English Language Learners (ELL's). Data shows that 20 percent of our Hispanic population is performing below grade level in mathematics. In addition, 22 percent of our Economically Disadvantaged and 20 percent of our ELL's are also performing below grade level in mathematics.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable 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 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model schoolwide to ensure student achievement in mathematics.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Continuous Improvement Model	700
Implement an uninterrupted daily 60 minute block in mathematics for grades three through five to improve student achievement.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Other/ Not Applicable	0
Identify Level 1 and Level 2 students and provide small group instruction during class to target weak areas identified in the District Interim Assessments.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Other/ Not Applicable	25000
Incorporate hands-on activities schoolwide with the use of manipulatives to reinforce the connection between abstract and concrete mathematical concepts.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Student Performance Indicator (SPI) and Teacher Portal to disaggregate Math FCAT Test data of students in grades three through five to guide instruction.	Principal and/or Assistant Principal(s), Reading Coach	8/20/2007	5/30/2008	Other/ Not Applicable	0
Identify low performing students and provide tutorial intervention services before, during, and after school; as well as during Saturday Academy with emphasis on Number Sense and Algebraic Thinking for grade three, Measurement for grade four, and Algebraic Thinking for grade five.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Other/ Not Applicable	1100

Research-Based Programs

Harcourt Mathematics, 2004 Edition; Riverdeep

Professional Development

In order to improve instruction in mathematics and to promote student achievement, the following training sessions will be attended:

1. Data Analysis: Linking Data to Instruction utilizing the Student Performance Indicators (SPI) - October, 2007
2. Edusoft Training

Evaluation

The scores on the 2008 Florida Comprehensive Assessment Test in mathematics will be used to evaluate this objective. To further monitor student progress and the tutorial programs, the District Math Interim Assessments results will be analyzed.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

A Two-Step Cluster Analysis of the 2007 FCAT writing test results in grade four indicates that 94 percent of students met high standards (3.5 or above). The average scores on the Expository Writing (was 3.9) and Narrative Writing (was 4.0), the combined score was 4.0. The data also reveals that 10 percent of the students scored below 3.5 in Expository Writing. This represents 9 students in fourth grade scoring below 3.5 in this area. Data also shows that 12 percent of the students scored below 3.5 in Narrative Writing. This represents 11 students in fourth grade scoring below 3.5. Results of the content areas show that the strongest one is (1) Conventions followed by, (2) Organization, and (3) Focus. The greatest area of need is Support. As a result, emphasis will be placed on assisting the students in amplifying their use and development of supporting ideas and demonstrating a command of language.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model schoolwide to ensure student achievement in writing.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide small group instruction in fourth grade to target students' deficiencies in writing.	Principal and/or Assistant Principal(s), Fourth Grade Level Chair	8/20/2007	5/30/2008	Other/ Not Applicable	25000
Utilize graphic organizers and flow charts with fourth grade students to improve the students' writing skills.	Principal and/or Assistant Principal(s), Fourth Grade Level Chair	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize pretest scores in fourth grade to disaggregate students' data to place them into levels for cross-group instruction. Implement targeted instruction according to their level to achieve at least a five percent increase from August, 2007 to May, 2008.	Principal and/or Assistant Principal(s), Reading Coach	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Conduct formative monthly writing assessments in fourth grade to monitor progress.	Principal and/or Assistant Principal(s), Reading Coach	8/20/2007	5/30/2008	Other/ Not Applicable	0
Administer pre/post narrative and expository writing tests to students in fourth grade in August, 2007 and May, 2008 to monitor student performance and provide instructional focus.	Principal and/or Assistant Principal(s), Reading Coach	8/20/2007	5/30/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin 2003 Edition; Compass Learning

Professional Development

In order to improve instruction in writing, the following workshops will be attended:

1. Site Authorized Program: Egg-ceptional Writing Program - September, 2007
2. Writing Across the Curriculum - August, 2007
3. Creating Independence through Student-owned Strategies (CRISS) - To be Announced
4. Developing Writing and Thinking Skills - August, 2007

Evaluation

This objective will be evaluated by using the scores of the 2008 FCAT Writing Test. In addition, to further monitor progress towards the objective, quarterly writing assessments will be utilized.

Science Goal

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

Florida Education Priorities

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

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

Science Statement

All students will be able to apply the scientific method.

Needs Assessment

An analysis of the 2007 FCAT Science Test indicates that 42 percent of the fifth grade students achieved a Level 3 or above. Further analysis indicates that Charles R. Hadley Elementary School achieved a mean scale score of 313 points. An analysis of the content scores indicates that (1) the mean points earned in Physical and Chemical were seven out of twelve points; (2) the mean points earned in Earth and Space were eight out of fifteen points; (3) the mean points earned in Life and Environmental were seven out of twelve points; and (4) the mean points earned in Scientific Thinking were seven out of twelve points. The data shows that students had a mastery level of 58 percent in Physical and Chemical; 58 percent mastery level in Scientific Thinking; 58 percent mastery level in Life and Environment; and 53 percent in Earth and Space. This data indicates that Earth and Space is the area in which fifth grade students need more focus. These results indicate that the students need assistance in understanding the interaction and organization of the Solar System and the universe and how this affects life on Earth.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model schoolwide to ensure student achievement in science.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement the Science Engineering Communication Mathematics Enhancement (SECME) Fair in grade five to display the students' ability to design and construct a science project that develops critical thinking skills, promotes creative problem solving, and allows the incorporation of multidisciplinary science skills.	Principal and/or Assistant Principal(s), SECME Coordinator	8/20/2007	5/30/2008	Other/ Not Applicable	1000
Utilize the Measuring Up Program as supplemental material in fifth grade to further develop science skills.	Principal and/or Assistant Principal(s), Fifth Grade Level Chair	8/20/2007	5/30/2008	Other/ Not Applicable	2000
Use Power Writing Scientific Conclusion Program to strengthen the scientific method for students in fifth grade.	Principal and/or Assistant Principal(s), Fifth Grade Level Chair, Reading Coach	8/20/2007	5/30/2008	Other/ Not Applicable	0
Administer District Interim Assessments to guide instruction and monitor student progress in grades four and five through Data Debriefing Protocol guidelines.	Principal and/or Assistant Principal(s), Fourth and Fifth Grade Level Chairs	11/5/2007	4/14/2008	Other/ Not Applicable	0
Provide students with hands-on experiments and activities in the school's science lab to reinforce classroom instruction, facilitate knowledge of science standards, and develop science skills, in grades 2-4 biweekly and 5th grade weekly.	Principal and/or Assistant Principal(s), Science Coach and Second, Third, Fourth and Fifth Grade Level Chairs	8/20/2007	5/30/2008	Other/ Not Applicable	500
Provide direct instruction to students in grade five that focuses on Sunshine State Standards and utilizes the research-based Scott Foresman Science with emphasis on all areas.	Principal and/or Assistant Principal(s), Fifth Grade Level Chair	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Science, 2007 Edition

Professional Development

In order to improve science instruction and to improve science achievement, the following training sessions will be attended:

1. SECME 5th Annual Mini Conference - January, 2008
2. Training in Strategies for Increasing Critical Thinking for Teachers in Grades 3, 4 and 5 - November, 2007
3. "Power Writing Scientific Conclusions" - October, 2007
4. "Hands-on Science Instruction Using Scott Foresman Materials" - October, 2007

Evaluation

The scores of the 2008 FCAT Science Test will be used to evaluate this objective. In addition, to monitor student progress towards meeting the objective, the District Interim Assessment results will be analyzed.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

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

Needs Assessment

A review of the Title I Monthly Reports for the 2006-2007 school year indicates there were a total of 89 parent workshops. Four of those workshops targeted Writing Skills. The data shows that 4 percent of the parental workshops were targeted towards Writing. In contrast, 96 percent of the workshops targeted other subject areas. In order to better meet the needs for Writing instruction, there will be an increase in the number of school sponsored Writing workshops for parents in the 2007-2008 school year.

Measurable Objective

Given increased attention to parental and community involvement, there will be a 5 percent increase in the number of school sponsored Writing workshops for parents as evidenced by a comparison of the 2006-2007 attendance rosters to those of 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model schoolwide to ensure parental involvement.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Continuous Improvement Model	0
Maintain a Family Enrichment Center for parents which opens daily from 7:30 a.m. - 6:30 p.m. to provide information and available services and to assist students in academic achievement.	Principal and/or Assistant Principal(s), Family Enrichment Center Coordinator, Community Involvement Specialists.	8/20/2007	5/30/2008	Other/ Not Applicable	40700
Conduct informational meetings such as Get Acquainted Day and Open House to welcome parents back to the new school year and promote student achievement.	Principal and/or Assistant Principal(s) Family Enrichment center Coordinator Community Involvement Specialist	8/20/2007	9/5/2007	Other/ Not Applicable	200
Promote evening and community activities for parents at the school such as Reading Night, Parent Resource Fair, and PTA Parent Night to support school and community ties and improve student achievement.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Other/ Not Applicable	400
Utilize a parent contract in which at least 90 percent of the parents will commit to work with their children for at least 30 minutes daily to improve achievement in reading, writing, and mathematics.	Principal and/or Assistant Principal (s), Family Enrichment Center Coordinator, Community Involvement Specialists.	8/20/2007	5/30/2008	Other/ Not Applicable	500
Conduct at least 10 Writing Skills workshops during the year for parents of students in Kindergarten through 5th grade to show them how to assist their children.	Principal and/or Assistant Principal (s), Family Enrichment Center Coordinator	8/20/2007	5/30/2008	Other/ Not Applicable	250
Advertise monthly EESAC meetings to provide parents with information regarding schoolwide activities and resources utilized in promoting student achievement.	Principal and/or Assistant Principal (s), EESAC Chairperson	8/20/2007	5/30/2008	Other/ Not Applicable	50
Provide FCAT parent workshops and basic skills workshops in English and Spanish to promote student achievement.	Principal and/or Assistant Principal (s), Family Enrichment Center Coordinator	8/20/2007	5/30/2008	Other/ Not Applicable	2000
Promote M-DCPS Parent Academy through informative parental workshops/meetings.	Principal and/or Assistant Principal (s), Family Enrichment Center Coordinator	8/20/2007	5/30/2008	Other/ Not Applicable	2000
Provide ESOL classes for parents to assist them in the acquisition of the English Language and provide children to facilitate parents to attend.	Principal and/or Assistant Principal (s), Family Enrichment Center Coordinator, Miami-Dade Community College Coordinator	8/20/2007	5/30/2008	Other/ Not Applicable	35000

Research-Based Programs

Not Applicable

Professional Development



School Improvement Plan 2007-2008



The professional development aligned with this objective includes the following:

1. M-DCPS Parent Academy – November 2007.
2. National PTA Standards (1. Communicating; 2. Parenting; 3. Student Learning; 4. Volunteering; 5. School Decision Making and Advocacy; 6. Collaborating with Community) to promote meaningful parent and family participation - January 2008.

Evaluation

This objective will be evaluated by comparing the numbers of school sponsored workshops and the attendance rosters for the 2007-2008 school year to the number of workshops and attendance rosters for the 2006-2007 school year. The Title I monthly reports will also be utilized to monitor this objective.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

The school will encourage students' attendance in a safe and disciplined environment.

Needs Assessment

After conducting an analysis of the M-DCPS Percentage of Attendance Report for the 2006-2007 school year, Charles R. Hadley had an overall average attendance of 96.67 percent. Each quarter Charles R. Hadley's average was above the 95th percentile. After analyzing the data, it was determined that during the first quarter the attendance average was 97.46 percent, during the second quarter it was 96.42 percent, and during the third quarter it was 97.28 percent. Data also reveals that the attendance average during the fourth quarter was 95.48 percent which shows a discrepancy among the first, second and third quarters. Therefore, through incentive programs, the percentage during the fourth quarter will improve.

Measurable Objective

Given an emphasis on a safe and disciplined environment, the school's attendance average will increase 1 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model school wide to ensure discipline and safety.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Continuous Improvement Model	0
Announce the classes with 100% attendance during morning and afternoon announcements and graph daily attendance.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Truancy Prevention	0
Display 100% attendance on the doors and implement the physical education reward program.	Principal and/or Assistant Principal(s) P.E. Teachers	8/20/2007	5/30/2008	Truancy Prevention	0
Provide students that obtain 100% attendance for the grading period with a certificate and a celebration.	Principal and/or Assistant Principal(s), Counselor(s)	8/20/2007	5/30/2008	Truancy Prevention	0
Distribute letters of congratulations to the parents and award Certificate of Perfect Attendance to the students during award ceremonies.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Truancy Prevention	0
Plan an end of the year fieldtrip for students with perfect attendance all year.	Principal and/or Assistant Principal(s), Counselor(s)	8/20/2007	5/30/2008	Truancy Prevention	0
Monitor and provide resources to families with 15 or more absences. The child will be placed on an attendance monitoring plan.	Principal and/or Assistant Principals, Counselors	8/20/2007	5/30/2008	Truancy Prevention	0

Research-Based Programs

Not Applicable

Professional Development

The professional development aligned with this objective includes the following:

1. Attendance Procedures – August 2007
2. Attendance Reporting Procedures – August 2007 and September 2007

Evaluation

Data from the 2006-2007 and the 2007-2008 reports will be utilized to evaluate this objective. The school's daily attendance will also be utilized to further monitor this objective.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

After conducting several needs assessment, the data revealed that students would benefit from a computer application that improves and develops Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency in reading.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Reading Plus Program as evidenced by a 10 percent increase of the number of students completing 30 lessons or more during the 2007-2008 school year as compared to the 2006-2007 school year utilizing the Reading Plus Program reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model schoolwide.	Principal and/or Assistant Principal(s)	8/14/2007	5/30/2008	Continuous Improvement Model	0
Implement Reading Plus at the school.	Principal and/or Assistant Principal(s), Micro-Technician, Media Specialist/Tech-Coordinator, selected teachers	8/14/2007	5/30/2008	Other/ Not Applicable	0
Expand internet and networking accessibility schoolwide.	Principal and/or Assistant Principal(s), Micro-Technician, Media Specialist/Tech-Coordinator	8/14/2007	5/30/2008	Other/ Not Applicable	

Research-Based Programs

Reading Plus

Professional Development

The professional development aligned with this objective includes the following:

1. Reading Plus - ongoing 2007-2008

Evaluation

The Reading Plus Program reports will be used to evaluate students' progress.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

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

Needs Assessment

After conducting an analysis of the M-DCPS Physical Fitness Testing Report, it was determined that 65 percent of the fourth and fifth grade students achieved a Gold or Silver rating on the Fitness Gram. Of all the fourth and fifth grade students tested, 36 percent achieved a Gold rating after passing 6 out of 6 fitness tests and 29 percent achieved a Silver rating after passing 5 out of 6 fitness tests, which comprises 65 percent of the award winners. After analyzing the test scores and results, it was determined that the overall fitness level of our fourth and fifth grade students need to improve as evidenced by a reduced overall fitness level of 23 percent from the 2006-2007 school year to the 2007-2008 school year.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their overall fitness level from pre-test to post-test as evidenced by 25 percent of the students showing improvement in meeting high standards of the 2007-2008 administration of the FITNESSGRAM tests.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model schoolwide.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement the following exercises to assist with Fitness Gram test areas for improvement: stretching, curl-ups, pushups, and cardiovascular endurance training.	Principal and/or Assistant Principal(s), PE teachers	8/20/2007	5/30/2008	Other/ Not Applicable	200
Increase number of activities per week involving Fitness Gram test simulation from 1 to 2 days per week.	Principal and/or Assistant Principal(s), PE teachers	8/20/2007	5/30/2008	Other/ Not Applicable	2000
Implement 2 days per week for cardiovascular and muscular endurance activities.	Principal and/or Assistant Principal(s), PE teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement fitness test practice sessions.	Principal and/or Assistant Principal(s), PE teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

The professional development aligned with this objective includes the following:

1. Teaching Strategies in Elementary Physical Education – September 5, 2007.
2. Skills in Physical Education Activities – October 8, 2007.

Evaluation

Students will be evaluated after conducting the FITNESSGRAM battery of tests. Their test scores will determine the percentage increase of those achieving a Gold or Silver rating.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

Students will participate in advanced academic programs.

Needs Assessment

A review of the number of students participating in AEP for the 2006-2007 school year indicates there were a total of 140 students. The data shows that there was only a 14 percent participation in the Chess AEP. In contrast, 86 percent participated in the Junior Great Books AEP. Chess promotes logical thinking, reinforces mathematical skills such as pattern recognition, and instills a sense of self-confidence and self-worth. In order to promote these cognitive abilities, there will be an increase in the number of students participating in the Chess AEP in the 2007-2008 school year.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program (AEP) will increase by 10 percent during 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model school wide.	Principal and/or Assistant Principal(s)	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement an Academic Excellence Program (AEP) where students in grades two through five will learn how to think and share ideas through the Shared Inquiry method of discussion.	Principal and/or Assistant Principals, and selected teachers	9/10/2007	5/08/2008	Advanced Academics	3979
Implement a Chess Club designed to stimulate logical thinking and reinforce mathematical skills such as pattern recognition.	Principal, and/or Assistant Principals, and Chess Coach	9/10/2007	5/08/2008	Advanced Academics	3979

Research-Based Programs

Not Applicable

Professional Development

The professional development aligned with this objective includes the following:

1. Academic Excellence Program (AEP) Professional Development, September 22, 2007

Evaluation

The number of students enrolled in the Academic Excellence Program will be used to monitor this objective.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Charles R. Hadley Elementary School will rank at or above the 90th percentile statewide in the Return of Investment (ROI) index value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that Charles R. Hadley Elementary School ranked at the 52nd percentile of the 2004-2005 State of Florida ROI index.

Measurable Objective

Charles R. Hadley Elementary School's Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal and/or Assistant Principal(s)	8/20/07	5/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal and/or Assistant Principal(s)	8/20/07	5/30/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model schoolwide.	Principal and/or Assistant Principal(s)	8/20/07	5/30/2008	Continuous Improvement Model	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and/or Assistant Principal(s)	8/20/07	5/30/2008	Other/ Not Applicable	5000
Consider shared use of facilities and partnering with community agencies.	Principal and/or Assistant Principal(s)	8/14/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

The professional development aligned with this objective includes the following:

1. Budget Conference – August, 2007 and September, 2007
2. Monthly Regional III Principals' Meetings
3. Monthly Feeder Pattern Meetings

Evaluation

On the next State of Florida ROI index publication, Charles R. Hadley Elementary School will show progress toward reaching the 53rd percentile.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduation (High Schools Only) Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

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

Budget:

The school budget was reviewed at monthly EESAC meetings. Members discussed school needs in order to prioritize expenditures.

Training:

The EESAC members provided input as to the need for professional development opportunities to improve student achievement.

Instructional Materials:

The members of the EESAC approved the use of funds for instructional materials.

Technology:

The EESAC members provided recommendations for the purchase of materials, and the professional development of staff.

Staffing:

The EESAC members approved the use of EESAC funds for the hiring of teachers to provide before/after school tutoring and Saturday Academy.

Student Support Services:

Members of the EESAC provided input and made recommendations as to the use of Student Services to best meet the needs of the students who did not make adequate academic growth.

Other Matters of Resource Allocation:

The members of the EESAC recommended the use of additional allocations for instructional materials, personnel and supplies.

Benchmarking:

The benchmark strategies were implemented in the classroom in order to achieve the objectives of the School Improvement Plan, which were discussed at the EESAC meetings.

School Safety & Discipline:

Members of the EESAC discussed safety and discipline concerns and made recommendations to the Safety Committee.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	13100
Mathematics	26800
Writing	25000
Science	3500
Parental Involvement	81100
Discipline & Safety	0
Technology	0
Health & Physical Fitness	2200
Electives & Special Areas	7958
Return On Investment	5000
Total	164658



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent