

School Name and Number : 2331 - Charles R. Hadley Elementary School

# School Performance Excellence Plan

Principal: Felicia Gil

Telephone #: (305) 261-3453

High School Feeder Pattern: 7271 - Miami Coral Park Senior

ACCESS Center Three

Board District #: 5 - Mr. Frank J. Bolaños

## Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



# 2003 - 2004 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 2331 - Charles R. Hadley Elementary School

School Performance Grades	2003	2002	2001	2000	1999
	<u>A</u>	<u>B</u>	<u>A</u>	<u>C</u>	<u>A</u>

## Vision/Mission/Belief Statement(s):

VISION: Charles R. Hadley Elementary School's vision is to enhance the success of our students in the new millennium.

MISSION: To prepare Charles R. Hadley Elementary students and parents for an ever changing world, we must holistically provide them with an environment that is conducive to learning and social development while enhancing their ability to participate in a technological and multicultural society.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

## School Profile/ Needs Assessment:

### EXECUTIVE SUMMARY

#### Charles R. Hadley Elementary School

---

Charles R. Hadley Elementary School, located at 8400 N.W. 7th Street, Miami, Florida, serves 1,250 children in an urban neighborhood with a highly mobile population (29 percent mobility rate). The student population is composed of 89 percent Hispanic, 6 percent White, 1 percent Black, and 4 percent Other from Pre-Kindergarten through grade five. Built in 1986 to serve the community, the majority of the students are Limited English Proficient (LEP). The Charles R. Hadley Elementary School staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), analyzed pertinent data, which included the 2002-2003 results from the Florida Comprehensive Assessment Test (FCAT) in Writing, Reading and Mathematics; the Scholastic Reading Inventory (SRI); and the 2002-2003 School Performance Excellence Plan end of the year results. The following objectives were identified as schoolwide priorities for the 2003-2004 school year.

Given instruction using Sunshine State Standards, 50 percent of students in grades 3-5 scoring Level 1 and Level 2 will improve their reading skills as evidenced by a 5 percentage point increase in the scale scores on the 2004 administration of the FCAT, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, the percentage of students in grade 4 scoring at 3 or higher on a writing prompt, using the FCAT rubric, will increase by 5 percent when comparing scores on the September, 2003 and May, 2004 administrations.

Given instruction using Sunshine State Standards, 50 percent of students in grades 3-5 scoring Level 1 and Level 2 will improve their mathematic skills as evidenced by a 5 percentage point increase in the scale scores on the 2004 administration of the FCAT, while 38 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, students in fifth grade will increase their science skills by at least five percent as measured by a comparison of the average scores on the Assess2Learn Science Grade 5 FCAT Practice pre and post test administered in September, 2003 and May, 2004.

Given increased attention to the use of technology to improve learning, students' ability to use technology in grades 3-5 will be enhanced as evidenced by 80 percent participation in at least six technology enhanced individual and/or group assignments to be kept in student or class folders.

A variety of carefully selected strategies, including academic intervention programs, will support the attainment of these objectives. The staff, students, and the community of Charles R. Hadley Elementary School will participate in the strategies, seeking an increase in all academic areas. The implementation of this plan will promote and facilitate the mission of Charles R. Hadley Elementary School, "To prepare students and parents for an ever changing world."

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### 1. ENVIRONMENT

##### 1.1 Pedagogy

*This item explores the teaching process at the school, including programs, services, and delivery systems.*

###### Major Programs:

- Sunshine State Standards
- Competency-Based Curriculum
- Comprehensive Reading Plan
- Comprehensive Mathematics and Science Plan

###### Additional Delivery Models:

- Extended learning program (before/after school, Saturday school,
- Exploring the World Through Cyberspace,
- Title I Program,
- REACH (Reaching Excellence at Charles Hadley),
- SABER (Student Acquiring Bilingual Education through Reform),
- Accelerated Reader Program,
- “Math to Succeed“ Program,
- AEP (Academic Excellence Program),
- TEAM (Teaching Enrichment Activities to Minorities),
- Science Lab (hands-on science experiments),
- Citibank FamilyTech Program,
- ESE (Exceptional Student Education),
- ESOL (English for Speakers of Other Languages)and
- SSS (Spanish for Spanish Speakers)

###### Student Services:

- Counseling,
- Student Mediation Program,
- Water Safety Instructional Program,
- FEC (Family Enrichment Center),
- Pinnacle Electronic Grading System,
- ENLACE, Miami,
- Children’s Psychiatric Center,
- Miami Children’s Health on Wheels,
- DARE Program,
- FLASH (Family Learning At School and Home)

##### 1.2 Culture

*This item explores the culture of the school, included are the vision, mission, and core values of the school.*

###### Vision:

Charles R. Hadley Elementary School's vision is to enhance the success of our students in the new millennium.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### Mission:

To prepare Charles R. Hadley Elementary students and parents for an ever changing world, we must holistically provide them with an environment that is conducive to learning and social development while enhancing their ability to participate in a technological and multicultural society.

#### Core Values:

Charles R. Hadley Elementary School is a Comer School. Comer is a school reform philosophy developed by Yale University's School Development Program. The school operates under three guiding principles: consensus, collaboration and no fault. These guiding principles, along with a child-centered philosophy, have been instrumental in creating the vision and mission of Charles R. Hadley Elementary School. The school's core values of love, care, wisdom, energy and tenacity define the theme for the 2003-2004 school year "Educating our Children... Enriching our World".

#### **1.3 Human Resources**

*This item describes the people who carry out the work of the school.*

Human resources at the school consist of administrators, classroom and special subject area teachers, program managers, resource teachers, media specialists, counselors, micro-system technician, paraprofessionals, office employees, cafeteria workers, custodial staff, security monitors, community involvement specialists, business partners, parents and volunteers. The ethnic breakdown of instructional staff is as follows: White – 14 percent, Black – 23 percent, Hispanic – 63 percent, Male – 8 percent, Female – 92 percent. The average teaching experience is 14 years, and 45 percent of the faculty have advanced degrees. One teacher has received National Board Certification and six others have applied. Ten percent of the staff are beginning teachers. This percentage has increased during the 2003-2004 school year due to the class size amendment reducing teacher-student ratio.

#### **1.4 Building Resources**

*This item explores budgetary commitments for facilities, technologies, and equipment.*

Charles R. Hadley Elementary School is located on eleven acres in central Miami-Dade County at 8400 NW 7th Street. The school consists of four two-story buildings, four one-story buildings, one Primary Learning Center and ten portables. There are three playground areas, a reading courtyard, a physical education shelter and court, and a covered plaza. Charles R. Hadley Elementary School houses three computer labs, one for the SABER dual language program, one for the Title I Program to serve students with the greatest needs and one for the Limited English Proficient students. In addition, the school has a Science Lab, Media Center and Family Enrichment Center. The school has been retro-wired 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. Playground equipment has been recently renovated and the school buildings have been painted. 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 school's technology program.

#### **1.5 Constraints**

*This item explores standards, laws, and rules that strongly influence the school to take action.*

Please refer to Appendix A and B for legislative issues.

## 2. RELATIONSHIPS

#### **2.1 Student**

*This item explores the unique requirements, expectations, and needs of the key student groups.*

Charles R. Hadley Elementary School adheres to the M-DCPS mandated and suggested time requirements for all subject areas. These time frames are utilized as base lines to create schedules for all instructional personnel in order to give each child the appropriate allocated time of instruction. Charles R. Hadley Elementary School is a child-centered school, in which all decisions are made with the child in mind. As a result, Charles R. Hadley Elementary School provides a variety of special target programs to meet specific individual needs. Since 76 percent of the students are economically disadvantaged, the school provides a variety of services including medical, psychological, counseling, water safety, drug awareness and character education along with the academic curriculum. The student population is 89 percent Hispanic of which 42 percent are LEP. To meet their needs, the school provides ESOL self-contained and pull out classes depending on the ESOL level of the students. To further meet the needs of LEP students, the ESOL Program has been highly enhanced by the use of computer labs and up-to-date materials. Bilingual teachers receive training in the latest ESOL and FCAT teaching strategies and use of computer

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

programs. SABER, a dual-language program, meets the needs of those bilingual students who seek to enrich their knowledge of their home language while being exposed to high level thinking skills in English.

Spanish classes are offered to all students to help them acquire or maintain the Spanish language. Five percent of the student population at Charles R. Hadley Elementary School are learning disabled students. To fully serve these students in the Exceptional Student Education (ESE) Program, the school is implementing a primary and intermediate self-contained Language Skills Program, a pull-out program and two full-time inclusion classes. In addition, the school provides individual and small group tutoring classes to help ESE students achieve annual learning gains. As the school's achievement level has risen, so has the percentage of students qualifying for the gifted program. The school has presently 6 percent of gifted students. Charles R. Hadley Elementary School offers these advanced students an in-house, high paced, critical thinking program. About 48 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 Enriching Activities to Minority Students and Academic Excellence classes after school. Tutoring is offered to low achieving students before, during, after school and Saturdays. All students are offered a culturally rich curriculum with applications to real life challenging materials depending on their academic levels, providing accommodations and opportunities for the academic growth for every child. Charles R. Hadley Elementary School has also developed a full technological program that involves all teachers and the utilization of technology in all subject areas. Part of the plan is the Citibank FamilyTech Program, which allows all students in 12 classes to take home a computer and participate in this partnership with the business world. In order to integrate all curriculum areas with technology, Charles R. Hadley Elementary School implements a school developed program, "Exploring The World Through Cyber Space", which utilizes a dramatic approach to instruction and includes community service.

#### **2.2 Stakeholder**

***This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.***

Parents/caregivers need before and after school care, a safe environment, workshops, a competent work force, fluent communication, support for home learning, an opportunity to share in decision making, computer skills and basic literacy skills. The needs and expectations of the faculty include competitive compensation, benefits, small class sizes, a safe environment, respect, professional development opportunities, a firm school discipline plan, opportunities to share in decision-making, and updated instructional materials. The needs and opportunities of the non-instructional staff include a safe working environment, competitive compensation, benefits, appropriate equipment, clear expectations and job security. The partners need and expect meeting space, a competent work force, opportunities to share in decision making, and mutual communication. Suppliers need clear guidelines, prompt payment, articulation and a safe working environment. Charles R. Hadley Elementary School answers the needs of its stakeholders. Before and after school care is available to parents as well as enrichment classes. The beautiful, well-kept school grounds invite parents to interact with their children, reading books or simply talking. The Family Enrichment Center provides training and a wide range of services during the school year to aid parents. The school employs a highly respected and qualified teaching staff. Charles R. Hadley Elementary School has an open door policy with our parents. Quarterly meetings are held to inform parents of grade level benchmarks which allow parents to stay involved in their child's education. The school's instructional and non-instructional staff is compensated based on established salary schedules. In addition, the faculty received the Florida School Recognition Funds because of the school's achievement. Other benefits include flexible schedules, additional planning time and other incentives. During the 2003-2004 school year, class size has been reduced utilizing allocated personnel and flexible staffing. The school provides a safe environment for everyone. Additional custodians and security personnel have been added to achieve this. The school implements the Comer Philosophy, which emphasizes respect for all stakeholders. Contributions from everyone are valued and opinions are respected. A wide range of opportunities are provided to meet professional and personal goals. The school has a highly qualified staff, and as a result, there are very few disciplinary referrals. Everyone at the school has an opportunity to participate in the decision-making process through the EESAC, grade representatives and a wide range of committees. Charles R. Hadley Elementary School has state of the arts instructional materials and the latest technology. The school supplements its funding through grants to add instructional materials. Community partners are involved in decision-making through EESAC and use our facilities to support community activities. Suppliers' needs are met by having the staff available for delivery, providing prompt payment and support at all levels. As a result of the school's effective financial management, the school receives outstanding audits. School personnel serve as mentors for other sites. Charles R. Hadley Elementary School provides a safe environment for all stakeholders.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **2.3 Human Resources**

*This item explores the unique requirements, expectations, and needs of the faculty and staff.*

Please refer to Staff Development (Appendex C).

#### **2.4 Supplier and Partner**

*This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.*

Charles R. Hadley Elementary School has a wide range of suppliers and partner groups with unique needs, requirements and expectations. Food services require staff availability for deliveries, compliance with health and legal requirements and a competent staff who provides healthy and appealing meals. Transportation services include M-DCPS and private buses required by the district to comply with all established guidelines to ensure the safety of the students enrolled. Social Services offered by M-DCPS and school partners are required to adhere to established guidelines. Their requirements include confidentiality, prompt response, space, and open communication to facilitate their services. Charles R. Hadley Elementary School is one of eleven schools in the Coral Park Feeder Pattern. All these schools work in collaboration with Florida International University as part of a feeder pattern partnership with the Kellogg Foundation. Many community partners provide services to all schools, working under the agreement established by the grant. A similar relationship has been established between the school and the Citibank FamilyTech. Dade Partners and members of the surrounding business community contribute through suggestions, financial contributions and donations based on the nature of their business. Through the operation of the Educational Excellence School Advisory Council (EESAC), representatives from the community are able to participate in the decision-making process of the school. Parental involvement, Parent Teacher Association (PTA), and school volunteers contribute not only to the success of Charles R. Hadley Elementary School, but also to the shared decision-making process at the school. The needs and expectations of all suppliers and partners include clear guidelines, prompt meeting of obligations and open communication.

## 3. COMPETITION

#### **3.1 Position:**

*This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.*

Charles R. Hadley Elementary School was one of the first elementary schools to achieve an “A” under the Florida “A+” Plan in 1998-99 and has received an “A” rating in three of the five subsequent years. The school is regarded as one of the top 20 high performing schools in Florida and one of six in Miami-Dade County due to its sustained academic achievement. Attendance increased from 94.84 percent in 1996-97 to 96.61 percent in 2002-03 showing a gain of +1.80 percent in the six year period. Programs are provided for Gifted, ESE, ESOL and Dual Language (SABER) students. In addition, High Performance Spanish, Comprehensive Reading Plan, Accelerated Reader and Accelerated Math programs are offered. Over the past four years Charles R. Hadley Elementary School has increased the number of computers from approximately 40 to 300. Included in this total are three computer labs, containing 20 computers each. The After School Care Program offers parents the opportunity to leave their children in Charles R. Hadley Elementary School, before and after school. Parents can obtain books and materials from the Family Enrichment Center to help their children at home. The staff of the center guides parents by offering workshops in various areas, including reading, mathematics and writing. The center also offers services to help newcomers to the school or the country adapt to the school's environment. The school participated in the Sterling process and has been recognized at the district, state and national levels in a wide range of areas, including parental and community involvement. Charles R. Hadley Elementary School promotes education at all levels including adults. The FLASH program is offered at night for parents to learn English. The After School Program offers extra curricular activities that include modern dance, ballet, cheerleading and computer classes. Students also participate in musical performances, contests and community events.

#### **3.2 Competitors**

*This item explores the alternate schools available to students.*

Charles R. Hadley Elementary School is closely bordered by several public elementary schools, private and charter schools. The public schools (Seminole, Stirrup, Sweetwater and Coral Park Elementary) have similar demographics and student populations with comparable needs, including Title I status. St. Agatha and St. Brendan Catholic private schools and Doral and Ryder Charter Schools compete by offering similar programs and activities. Also, those in the private

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

sector are eligible for vouchers.

#### **3.3 Mode**

*This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.*

The COMER model has been a driving factor in unifying all elements of the school into a comprehensive educational program. By utilizing all its resources, as well as the participation of all stakeholders, it has been possible to design a plan of action that benefits all. As the school's mission/vision indicates, it is the goal of the school to provide students with a well rounded education that allows them to participate in a multicultural and technologically advanced society. To this end, the school has maintained a strong and ever expanding technology plan. For example, portables have wireless technology for intranet and internet uses. Programs that can be accessed on the school network include Accelerated Reader, Accelerated Math, STAR (reading diagnostic), Plato (Phonics K-3, Reading and Math 1-5), and Ed Mark (Reading, Writing, Math K-5) and Riverdeep. Teachers use Pinnacle, an electronic grading system, to maintain grades and attendance records. The school website keeps all stakeholders informed regarding current information and activities.

#### **3.4 Dynamics**

*This item explores the changing threats and opportunities to which the school must respond.*

New trends introduced to the Florida Public Education System have made it necessary for schools to examine both their curriculum and their teaching strategies. Charles R. Hadley Elementary School has increased its efforts to raise the academic performance of low achieving students through tutoring (before, during, and after school), Saturday school, and cross-grouping of intermediate students for reading and math. Grade level teachers meet weekly to discuss curriculum and student progress, including the need for individual tutoring. Due to NCLB legislation, adequate progress for sub-groups in the school (LEP, SWD) needs to be more fully addressed. The administration at Charles R. Hadley Elementary School and the majority of the faculty has remained constant with the addition of 11 new teachers. While budgetary constraints are always a factor, Charles R. Hadley Elementary School continues to focus its resources towards meeting the needs of students, assisted by both the community and Dade Partners.

## 4. CHALLENGES

#### **4.1 Learning**

*This item explores the challenges the school faces in providing educational activities that result in student learning.*

Charles R. Hadley Elementary School has identified several challenges that influence learning. Seventy six percent of the students attending Charles R. Hadley Elementary School are from a low socio-economic background and live in rental apartments. The school population is transient with a mobility rate of 29 percent. About 42 percent of the students are Limited English Proficient (LEP) and in need of English as a Second Language (ESOL) instruction. Many of the parents do not speak English; therefore, they are not able to assist their children with their schoolwork. An additional challenge is class size—the larger the class, the less individual attention each student receives from the teacher.

#### **4.2 Faculty**

*This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.*

One of the challenges facing Charles R. Hadley Elementary School is that of maintaining a dedicated and motivated staff. These temporary assignments, in addition to a largely youthful staff with family responsibilities, have contributed to an overall teacher absentee rate at Charles R. Hadley Elementary School higher than district rate.

Also, planning for teaching and learning is challenged by the diversity of students, the varied learning rates and the special needs of some groups of students. The large number and variety of programs available at Charles R. Hadley Elementary School sometimes results in competing demands on instructional time and add to the complexity of scheduling. Limited school funding has become a way of life and time and effort are needed to acquire additional resources.

A challenge to teachers has been the accessibility of the school's computer network due to viruses and external forces that cause the system to be down and programs to fail.

#### **4.3 Operational and External Forces**

*This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.*

Charles R. Hadley Elementary School faces daily challenges in providing students and their families with a quality education. Budget shortfalls and limitations in funding make it necessary to utilize the assistance of support personnel and suppliers. Dade Partners generously donate both time and money, but new partnerships need to be developed. The custodial and security staff face the tasks of maintaining a safe learning environment, meeting state guidelines, and



## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

providing supervision before and after school and during lunch periods. The office staff is faced with the huge responsibility of keeping hundreds of students' records accurately, caring for sick students, ordering supplies and addressing the questions and concerns of the community. Purchasing and subsequent delivery of goods from M-DCPS can often require a lengthy process of paperwork. In addition, access to the school during the arrival and dismissal of the students creates an inconvenience due to the heavy traffic.

#### **4.4 Process Improvement**

*This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.*

The first challenge Charles R. Hadley Elementary School faces is to develop an educational design to accommodate its large size and diverse student population. Selecting appropriate courses for such varied population is a task that must be accomplished. Secondly, the school faces the challenge of meeting the state expectations including the Governor's "A+" plan and the newly established NCLB legislation. In order to meet the state requirements, a work plan that addresses these demands is required. Another challenge the school must overcome is to find the support services to accommodate these needs. In order to manage these components, the school must devise a plan of operation that entails a working process that handles the data generated. Thus, the challenge to cohesively coordinate these demands is of utmost importance since it will influence the process improvement of the school.

## 5. IMPROVEMENT

#### **5.1 Education Design and Support Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.*

After carefully identifying the issues concerning challenges in learning, the school surveys the students' needs in order to address the challenges. Since the population is highly transient and of low-socioeconomic background, the following are measures instituted to best provide services. Seventy-six percent of the student population receive free/reduced lunch, which is a determining factor for the school to receive funds to provide Title 1 services. The school also offers auxiliary services such as Health on Wheels from Miami Children's Hospital, Children's Psychiatric Center, Project Lilepis, Listeners/Oyentes Program and Dr. Heiken's Instant Vision Program. For the transient population, an in-house student mentor program was initiated to ease the transition for the newcomers. The school's large Hispanic membership poses another challenge, which is resolved by providing an enhanced ESOL program. Two classes at each grade level implement the SABER program providing dual language instruction. Assistance is provided to the families within the community in the form of workshops with varying content in the language spoken by the parents. Workshops are offered at several times to accommodate working schedules. The FLASH Program offers adult literacy classes. A very strong volunteer program also serves to meet the needs of the new families by providing one-on-one assistance when needed. To assist in reducing class size, new teachers have been hired. Tutors and paraprofessionals assist during the day to reduce the student-to-teacher ratio during prime instruction hours. Labs are in place to accommodate groups of students at scheduled times to also decrease the numbers in classes at specific times. These measures allow the school to meet its challenges.

#### **5.2 Education Delivery Process**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.*

In order to maintain a dedicated and motivated staff many professional development opportunities are made available to the faculty and the staff. To reduce the rate of teacher absenteeism at the school, professional development training will take place on early dismissal days. Incentives for teachers to work after hours will be provided whenever possible. Other planned options include Saturday workshops with stipends for participants, incentives and recognition for staff with good attendance, and the use of staff development on-line when available. To deal with the diversity of students' needs and the varying students' subgroups, the school will utilize human resources such as tutors, volunteers, and paraprofessionals to provide one-to-one assistance. The students will be placed on specific programs that provide close attention to their needs. Another way to meet this challenge is to streamline the number of programs by eliminating those that bring an additional curriculum such as Bridges, Bilingual Career Instructional Program (BCIP), and Alternative Education. Others will be combined to minimize the paperwork and reduce the scope of demands. To address the issue of funding, the school will consider other sources such as grants from the Annenberg and Kellogg Foundations, Family Literacy from Miami Dade Community College (MDCC), Technology Leadership, Qualified Zone Academy Bond (QZAB) and any other that becomes available to supplement the school's budget. Finally, to decrease the incidents of technology malfunction, the school is upgrading the computers, purchased a new server to reduce the work load in each server and will review the work schedule of the microsystem technician to do preventive work in the network system. A technology mentor will work in this area and will research ways to prevent viruses from infecting the network, in an effort to provide the best services for students and staff.

## School Profile/ Needs Assessment: (continued)

---

### SCHOOL FOUNDATION

---

#### **5.3 Operational and External Forces Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.*

In an effort to meet budget shortfall and increase interaction with the community the following strategies will be implemented. The school will increase the number of Dade Partners by creating more partnerships with local businesses to create a wider net of supporters. Their contributions will be expanded to include services and/or products that can further enhance the school's operations. To assist with the needs identified for our custodial and security staff, the school will enroll parent volunteers to help in the areas of supervision, such as parent patrols. The school will also emphasize to students and staff the importance of responsibility and respect for property to try to reduce the workload of custodial and cafeteria staff. By instituting "PRIDE" campaigns, the children can assist in keeping a cleaner environment. Also, the use of in-house committees of beautification will assist in maintaining the school and will facilitate the work of the staff. The use of hourly personnel, as well as volunteers, will be in place to assist the office personnel in handling parents, completing forms and doing other clerical tasks. The inclusion of software and the use of electronic communication will minimize the paperwork load. Training the staff in the procedures of purchase and acquisition will allow for more efficient use of the office staff. Finally, the traffic issue will be addressed by a revision of the current plan to include new ways to divert the traffic and develop a more strategic dismissal procedure plan.

#### **5.4 Organizational Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.*

By streamlining the programs and making them more specific, the school addresses the first challenge of updating its educational design. By carefully identifying needs and using the PIRA (Plan, Implement, Review and Actualize) improvement cycle to verify the accuracy of the process, students are placed accordingly. To ensure appropriate placement, class profiles will be created identifying each child's needs. Using multi-grade articulation, classes will be formed to best meet those needs. A careful review of the Florida System of School Accountability Report helps in setting the goals to meet the Governor's "A+" Plan and the new NCLB requirements. Once the goals are set, the subgroups will be identified, as well as the students scoring in Level 1 and Level 2. This group of students will be targeted for additional instruction, additional services and auxiliary help. A before, during, and after school tutorial program will be in effect to supplement the daily class instruction and Saturday tutoring will also take place. Resources such as the Family Enrichment Center will help in providing families with awareness and information on how to best help the students, while Child Study Teams will concentrate on devising the best plan for those students in need. The hiring of qualified personnel will also be a priority to help put all these programs in place. Finally, all the monitoring and tracking will create documentation that must be handled in an organized, systematic way. To assist with this task, a staff member will be assigned as Data Manager to coordinate, analyze and evaluate the data. The school plans to utilize software to assist in the organization of the data, which will then be utilized to guide instruction.

## School Profile/ Needs Assessment: (continued)

### OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

#### ***Budget:***

Educational Excellence School Advisory Council (EESAC) reviewed the 2003-2004 school budget and recommended that the budget allocated for the committee be utilized for tutoring services for low achieving students.

#### ***Training:***

Educational Excellence School Advisory Council recommended, based on the needs assessments, staff training in the areas of technology, reading, writing, mathematics and science.

#### ***Instructional Materials:***

Educational Excellence School Advisory Council recommended the purchase of instructional software and additional supplemental reading materials to support the Comprehensive Reading Plan.

#### ***Technology:***

Educational Excellence School Advisory Council recommended the purchase of additional computer work stations to reduce the student computer ratio.

#### ***Staffing:***

Educational Excellence School Advisory Council recommended that funds be used for tutoring services to ensure that students in need of assistance in reading receive the individual instruction they need to succeed.

#### ***Student Support Services:***

Educational Excellence School Advisory Council supported the implementation of the Family Enrichment Center and the services of the Children's Psychiatric Center, which provide counseling to students and their families. EESAC also supported the medical services provided to students by the Children's Hospital Mobile Unit.

#### ***School Safety and Discipline:***

Educational Excellence School Advisory Council recommended continuing with the school Safety and Discipline Committees to maintain the present school status.

#### ***Other Matters of Resource Allocation:***

Educational Excellence School Advisory Council members represented the school at meetings and training sessions. The information received has been shared at EESAC meetings.

#### ***Benchmarking:***

Educational Excellence School Advisory Council has given suggestions and recommendations for each grade level related to benchmarks. It was also recommended to hold quarterly meetings to share with parents the benchmarks to be taught at each grade level.

## School Profile/ Needs Assessment: (continued)

### TITLE I ASSESSMENT ISSUES

#### Parent Involvement

Participation of parents in school is encouraged through a variety of activities such as volunteering in classrooms, chaperoning field trips, attending school sponsored events, school shows, and attending awards assemblies every grading period. Additionally, parents attend the Back-To-School Night annual meeting to receive information of the Title 1 Schoolwide Program. During this meeting, a PTA General Meeting is also held and parents have the opportunity to visit their child's classroom and receive an overview of the school's programs. The Family Enrichment Center (FEC) is a parent resource center funded by Title 1 and school funds. Parents attend workshops on a variety of topics and participate in activities sponsored by the FEC. Parents and children are offered the service of checking out books and audio-visual materials. Parents participate in the Educational Excellence School Advisory Council and PTA meetings on a monthly basis.

#### Family Literacy

Charles R. Hadley Elementary School, in collaboration with Florida International University and Miami-Dade Community College, assists parents in the acquisition of English and literacy. The vehicle to achieve this goal is the Families Learning at School and Home (FLASH) program.

#### School Climate

A positive school climate is achieved through interaction between the home, school and community to provide students, parents and teachers the opportunity to address the school's social, academic and public relation needs. The vehicle to reach these goals is the Comer's guiding principles of no fault approach, decision by consensus and collaborative participation.

#### Health Services

Charles R. Hadley Elementary School continues its partnership and collaboration with the Children's Psychiatric Center, which provides ongoing individual, group and family counseling. The Miami Children's Hospital Mobile unit visits the school twice a month to provide free immunizations for all students and physical exams for uninsured children.

School Data Summary: (compare the last 5 years, if available)

**ACCOUNTABILITY DATA**

**School Performance Grades**

2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
A	B	A	C	A

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	70	75	91	236
% Making Learning Gains	74	77		151
Adequate Progress of Lowest 25% in the school?	85			85
<b>Total School Grade Points</b>	<b>229</b>	<b>152</b>	<b>91</b>	<b>472</b>

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	66	74	81	221
% Making Learning Gains	66	85		151
Adequate Progress of Lowest 25% in the school?	50			50
<b>Total School Grade Points</b>	<b>182</b>	<b>159</b>	<b>81</b>	<b>422</b>

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

**School Data Summary: (compare the last 5 years, if available)**

**Grade Level: 03**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	199	286	27	16	34	19	4	199	312	20	13	30	30	8
2001-2002	196	289	31	9	34	21	5	195	324	18	9	28	32	12
2000-2001	209	278						210	289					

**Grade Level: 04**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	200	304	28	14	29	22	9	200	305	26	16	32	18	10
2001-2002	203	285	38	12	27	18	5	203	305	20	21	31	24	4
2000-2001	220	284	35	16	28	16	5	220	282					
1999-2000	204	279	40	15	29	11	5							
1998-1999	185	298	23	19	36	19	2							

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

Grade Level: 05

Year	Reading						Mathematics							
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	196	276	32	18	31	15	4	196	331	17	22	27	23	11
2001-2002	200	272	32	20	28	19	2	200	321	21	26	29	24	2
2000-2001	213	267						213	335	19	21	19	32	9
1999-2000								210	326	20	22	24	23	10
1998-1999								198	321	20	35	23	19	3

School Data Summary: (compare the last 5 years, if available)

**FCAT Writing (all curriculum groups)**

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	197	3.5	3	1	3	3	19	21	34	9	3	2	1
2001-2002	204	3.3	7	1	6	4	25	11	30	5	7	0	0
2000-2001	221	3.5	2	1	3	4	26	19	31	5	7	0	0
1999-2000	206	3.2	2	2	2	3	40	14	23	3	5	0	0
1998-1999	187	3.3	0	2	5	9	34	20	21	3	5	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	96	3.3	3	0	1	2	28	26	32	3	1	0	0
2001-2002	104	3.3	5	1	4	8	30	15	25	4	6	0	1
2000-2001	111	3.4	2	0	2	5	33	22	26	3	5	0	0
1999-2000	106	3	3	2	2	6	51	13	14	2	2	0	0
1998-1999	93	3	0	2	4	14	46	22	4	4	0	0	0



**School Data Summary: (compare the last 5 years, if available)**

**FCAT Writing (all curriculum groups)**

**Grade Level: 04**

**Test Prompt: Narrative**

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	101	3.7	2	2	4	3	10	17	36	15	5	3	2
2001-2002	100	3.3	10	1	8	1	19	6	36	6	9	1	0
2000-2001	110	3.5	3	2	5	3	19	15	35	7	9	0	0
1999-2000	100	3.4	1	2	3	1	28	14	33	5	8	0	0
1998-1999	94	3.6	0	2	5	4	22	18	37	1	10	0	0

**School Name:** Charles R. Hadley Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 1 : Reading

**Aligns with District Goal #**   1 2  

**State Goal #:**           3          

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

Results of the 2003 FCAT Reading Test indicate that 70 percent of the students in grades 3-5 met high performance criteria; 30 percent scored in Levels 1 and 2; 85 percent of the students in the lowest 25 percent made annual gains; less than 31 percent of students with disabilities (SWD) made Adequate Progress as established by NCLB.

**Objective**

Given instruction using Sunshine State Standards, 50 percent of students in grades 3-5 scoring Level 1 and Level 2 will improve their reading skills as evidenced by a 5 percentage point increase in the scale scores on the 2004 administration of the FCAT, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 50 percent of students in grades 3-5 scoring Level 1 and Level 2 increase their scale score by 5 percentage points on the 2004 administration of the FCAT; while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level, or there is a 10 percent decrease in the number of students not reading above grade level for each subgroup identified in the NCLB AYP Report.

**Evaluation:**

This objective will be evaluated by the scores on the 2004 Florida Comprehensive Assessment Test (FCAT) in reading. In addition, to further monitor student progress toward the objective, reading pre/quarterly/mid/post formative assessments will be used.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Gil, Felicia	Beraja, Mariana	Coya-Brotons, Ana

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Utilize a wide range of reading materials to support School-to-Career activities.	*Principal or Assistant Principals / Teachers	Assistant Principals, Dept. Chairperson, Classroom Teachers, Title I Teachers, Reading Leader, Media Specialists and paraprofessionals	Sep. '03	Jun. '04
2 . Identify students for each subgroup including, LEP and SWD scoring in levels 1 and 2 on the 2003 FCAT Reading Test and provide small group and individual tutoring before, during, after school and Saturday Academy.	*Principal or Assistant Principals / Title I Teachers	Principal, Assistant Principals, Title I Teachers and Classroom Teachers, Harcourt Brace Reading Series, Blast-Off on Reading, Grade appropriate periodicals, and Supplemental materials.	Sep. '03	Jun. '04
3 . Provide opportunities for students to utilize technology to further develop reading skills across the curriculum.	*Principal or Assistant Principals / Technology Team / Teachers	Assistant Principals, Classroom Teachers, Title I Teachers, Accelerated Reader, Riverdeep and Technology Facilitator	Sep. '03	Jun. '04
4 . Promote parental involvement workshops to assist students with home learning.	*Principal or Assistant Principals / Title I Teachers / Family Enrichment Center Staff	Assistant Principals, Classroom Teachers, Title I Teachers, Community Involvement Specialists (CIS) and Dade Partners	Sep. '03	Jun. '04
5 . Increase professional staff development opportunities for teachers, such as Riverdeep, Harcourt Brace, Brainchild, STAR and Accelerated Reader.	*Principal or Assistant Principals / Teachers	Principal, Assistant Principals, Title I Teachers, Reading Leader and Media Specialists. Riverdeep, Harcourt Brace, Brainchild, STAR and Accelerated Reader.	Sep. '03	Jun. '04
6 . Utilize a parent contract in which parents will commit to read with their children at least 30 minutes daily.	*Principal or Assistant Principals / Title I Teachers / Family Enrichment Center Staff	Assistant Principals, Title I Teachers, Community Involvement Specialists (CIS)	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Charles R. Hadley Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 2 : Writing

**Aligns with District Goal #**   1 2  

**State Goal #:**           3          

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

Results of the 2003 FCAT Writing Test indicates that 91 percent of students in fourth grade met the state required mastery level.

**Objective**

Given instruction using the Sunshine State Standards, the percentage of students in grade 4 scoring at 3 or higher on a writing prompt, using the FCAT rubric, will increase by 5 percent when comparing scores on the September, 2003 and May, 2004 administrations.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if the percentage of students in grade 4 scoring at 3 or higher on a writing prompt, using the FCAT rubric, will increase by 5 percent when comparing scores on the September, 2003 and May, 2004 administrations.

**Evaluation:**

This objective will be evaluated by the scores on the writing prompt, using the FCAT rubric. In addition, to further monitor student progress toward the objective, writing prompt pre/quarterly/mid/post formative assessments will be used.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Rodriguez, Maria E	Brotos, Pedro	Cespedez, Luz

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue providing writing prompts on School-To-Career topics.	*Principal or Assistant Principals / Teachers	Assistant Principals, Classroom Teachers, Title I Teachers, Media Specialists, and Paraprofessionals. "Egg-ceptional" school developed writing program.	Sep. '03	Jun. '04
2 . Continue to provide writing strategies that will enable students to improve their writing skills, and monitor their writing progress by administering monthly prompts.	*Principal or Assistant Principals / Teachers	Assistant Principals, Classroom Teachers, Title I Teachers, Media Specialists, Paraprofessionals, and "Egg-ceptional" school developed writing program.	Sep. '03	Jun. '04
3 . Provide tutoring to the students with the greatest needs through the before, during, after school and Saturday Academy.	*Principal or Assistant Principals / Teachers	Assistant Principals, Classroom Teachers, Title I Teachers, Media Specialists, Paraprofessionals and Microsoft Works, Star Office, Office 97 (software).	Sep. '03	Jun. '04
4 . Provide professional staff development opportunities for teachers in the writing process.	*Principal or Assistant Principals / Teachers	Principal, Assistant Principals, Title I Teachers, Reading Leader and Media Specialists.	Sep. '03	Jun. '04
5 . Promote parental involvement by providing parents with workshops that will allow them to assist their children in writing.	*Principal or Assistant Principals / Family Enrichment Center Staff / Teachers	Assistant Principals, Classroom Teachers, Title I Teachers, Community Involvement Specialists (CIS), Dade Partner and Parent Contract.	Sep. '03	Jun. '04
6 . Utilize a parent contract in which parents will commit to work with their children at least 30 minutes daily.	*Principal or Assistant Principals / Title I Teachers / Family Enrichment Center Staff	Assistant Principals, Title I Teachers, Community Involvement Specialists (CIS).	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Charles R. Hadley Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 3 : Mathematics

**Aligns with District Goal #**   1 2  

**State Goal #:**           3          

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

Results of the 2003 FCAT Mathematics Test indicate that 75 percent of the students in grades 3-5 met high performance standards, 25 percent scored Level 1 and Level 2, and less than 38 percent of students with disabilities (SWD) made adequate progress as established by NCLB.

**Objective**

Given instruction using Sunshine State Standards, 50 percent of students in grades 3-5 scoring Level 1 and Level 2 will improve their mathematic skills as evidenced by a 5 percentage point increase in the scale scores on the 2004 administration of the FCAT, while 38 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 50 percent of students in grades 3-5 scoring Level 1 and Level 2 will improve their mathematic skills as evidenced by a 5 percentage point increase of the scale scores on the 2004 administration of the FCAT; while 38 percent of each subgroup identified in the NCLB requirements will score at state mastery level, or there is a 10 percent decrease in the number of students not performing above grade level for each subgroup identified in the NCLB AYP Report.

**Evaluation:**

This objective will be evaluated by the scores on the 2004 Florida Comprehensive Assessment Test (FCAT) in mathematic. In addition, to further monitor student progress toward the objective, mathematics pre/quarterly/mid/post formative assessments will be used.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Pincus, Jane Ann	Gonzalez, Leslie	Oliver, Johnny

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Use School-To-Career activities to emphasize the use of mathematics in real world situations.	*Principal or Assistant Principals / Teachers	Assistant Principals, Classroom Teachers, Title I Teachers, Reading Leader, Media Specialists, and Paraprofessionals.	Sep. '03	Jun. '04
2 . Identify students for each subgroup including, LEP and SWD scoring in levels 1 and 2 on the 2003 FCAT Mathematics Test and provide small group and individual tutoring before, during, after school and Saturday Academy.	*Principal or Assistant Principals / Teachers	Principal, Assistant Principals, Title I Teachers and Classroom Teachers, Harcourt Brace, supplemental materials and Blast-Off on Math.	Sep. '03	Jun. '04
3 . Continue to promote parental involvement by providing mathematics workshops to parents to help them assist their children.	*Principal or Assistant Principals / Family Enrichment Center Staff	Assistant Principals, Classroom Teachers, Title I Teachers, Reading Leader, Media Specialists, Community Involvement Specialists (CIS), Dade Partners and Paraprofessionals	Sep. '03	Jun. '04
4 . Provide opportunities for students to utilize technology to further develop math skills across the curriculum.	*Principal or Assistant Principals / Technology Team / Teachers	Assistant Principals, Classroom Teachers, Title I Teachers, Reading Leader, Media Specialists, Accelerated Math, Technology Facilitator and Paraprofessionals Riverdeep.	Sep. '03	Jun. '04
5 . Utilize a parent contract in which parents will commit to work with their children at least 30 minutes daily.	*Principal or Assistant Principals/ Title I Teachers / Family Enrichment Center Staff	Assistant Principals, Title I Teachers, Community Involvement Specialists (CIS).	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Charles R. Hadley Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 4 : Science

**Aligns with District Goal #**   1 2  

**State Goal #:**           3          

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

The results of the 2003 FCAT Science Test indicate that the mean scale score for grade 5 students is 271.

**Objective**

Given instruction using the Sunshine State Standards, students in fifth grade will increase their science skills by at least five percent as measured by a comparison of the average scores on the Assess2Learn Science Grade 5 FCAT Practice pre and post test administered in September, 2003 and May, 2004.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if students in fifth grade increase their science skills by at least five percent as measured by a comparison of the average scores on the Assess2Learn Science Grade 5 FCAT Practice pre and post test administered in September, 2003 and May, 2004.

**Evaluation:**

This objective will be evaluated by a comparison of the average scores on the Assess2Learn Science Grade 5 FCAT Practice pre and post test administered in September, 2003 and May, 2004. In addition, to further monitor student progress towards the objective, pre/mid/progress/post formative assessments will be used.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Betancourt, May	Merida, Edgar	Cricien, Diana



## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Use School-To-Career activities to emphasize the use of science in real world situations.	Principal or *Assistant Principals/Teachers/Lab Instructor	Principal, Asst. Principals, Classroom teachers, Title 1 Teachers, Reading Leader, Media Specialists, Paraprofessionals.	Sep. '03	Jun. '04
2 . Continue to implement bi-weekly hands-on experiments in classrooms and lab.	Principal or *Assistant Principals/Teachers/Lab Instructor	Funds for correlated text books, lab equipment and Foss kits.	Sep. '03	Jun. '04
3 . Participate in the schoolwide Science Fair and other science activities.	*Principal or Assistant Principals/Teachers/Lab Instructor	Asst. Principals, Classroom teachers, Title 1 teachers, Science Fair Committee.	Sep. '03	Jun. '04
4 . Use Sunshine State Standards to develop lesson plans and activities.	*Principal or Asst. Principals/Teachers/ Lab Instructor	Inservice to explain how to use FCAT and NCLB data.	Sep. '03	Jun. '04
5 . Provide opportunities for the use of appropriate technology.	Principal or Asst.Principals/Teachers/Lab Instructor/*Technology Mentor	Technology workshops, multi-media skill development and Riverdeep.	Sep. '03	Jun. '04
6 . Continue to promote parental involvement by providing workshops for parents to help them assist their children.	*Principal or Assistant Principals/Family Enrichment Center Staff	Asst.Principals, Classroom teachers, Community Involvement Specialists (CIS), Dade Partners and Paraprofessionals.	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Charles R. Hadley Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 5 : Technology

**Aligns with District Goal #**   1 2  

**State Goal #:**           3          

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( x )	( x )	( x )	( x )	( x )	( x )	( x )

**Needs Assessment**

Based on the 2001-2002 School Performance Excellence Plan end of the year Adequate Progress Report and data collected during the 2002-2003 school year students at Charles R. Hadley Elementary School participated in four or more individual and/or cooperative group technology assignments as evidenced by student and class folders.

**Objective**

Given increased attention to the use of technology to improve learning, students' ability to use technology in grades 3-5 will be enhanced as evidenced by 80 percent participation in at least six technology enhanced individual and/or group assignments to be kept in student or class folders.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if students in grades 3-5 complete at least six individual and/or group technology enhanced assignments.

**Evaluation:**

This objective will be evaluated by evidence of student or group class folders showing completion of at least six individual and/or group technology enhanced assignments per student in grades 3-5. In addition, quarterly reviews of class folders will be used to monitor progress for this objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Salazar, Julissa	Escandel, Ileana	Galoso, Patricia

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue to use technology across the curriculum to facilitate implementation of School-To-Career and thematic units using cooperative learning.	*Principal or Asst. Principals/Teachers	Asst.Principals, Classroom teachers,Title I teachers, Technology Mentor and technology labs	Sep. '03	Jun. '04
2 . Continue to expand internet and networking capabilities schoolwide and increase the number of computers in every classroom.	Principal or Asst. Principals/*Technology Mentor and team, and Technology technician.	Technology Mentor and team and technology labs	Sep. '03	Jun. '04
3 . Continue to maintain Citibank FamilyTech Grant classrooms and train parents in the use of technology.	Principal or Asst. Principals/*Teachers/ Citibank Representative	Asst. Principal, Classroom teachers,computer labs and Citibank workshops	Sep. '03	Jun. '04
4 . Continue providing professional development for teachers to increase technology proficiency.	Principal or Asst. Principals/Teachers/ *Technology Mentor.	Technology Mentor and Team, Computer labs and Computer technician	Sep. '03	Jun. '04
5 . Continue using the English for Speakers of Other Languages (ESOL) Compass Learning lab for pull-out and self-contained Limited English Proficient (LEP) students.	Principal or Asst. Principals/* ESOL teachers.	ESOL Teachers, ESOL computer lab, Compass Program.	Sep. '03	Jun. '04
6 . Continue parental involvement by providing computer classes for parents.	Principal or Asst. Principals/*Technology Mentor and team	Asst. Principals, Technology Mentor and team, Family Enrichment Center FEC.	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

## **Adequate Progress Statement for the entire School Performance Excellence Plan:**

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

## **Mid-Year Review of School Performance Excellence Plan:**

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.  
*(if applicable)*

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.  
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

*(if applicable)*

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

*(if applicable)*

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.



## APPENDIX A

The School Advisory Council has reviewed and addressed *all* of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

### State Education Goals:

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

### Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

### Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

## School District Goals:

## APPENDIX B

### Goal I: School to Career

**Focus:** Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

**Objectives:**

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

### Goal II: Effective Learning Environment

**Focus:** Enhance the safety of students and staff, and increase the quality of the learning environment

**Objectives:**

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

### Goal III: Efficient Management Practices

**Focus:** Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

**Objectives:**

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

# APPENDIX C

## PROFESSIONAL DEVELOPMENT

### Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Constructive Learning Concepts (7)</i>	Teachers: 10 Administrators: 0 Others: 0	Training new K teachers
<i>Reading Leader Staff Development-Language Arts (1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train new classroom teachers
<i>Compass Learning Words on Wings (7)</i>	Teachers: 10 Administrators: 0 Others: 0	Train special areas chaiperson and the second grade ESOL self-contained teacher
<i>Project Opening Worlds of Literacy Owl-(2nd grade)(2)</i>	Teachers: 3 Administrators: 0 Others: 0	Train new second grade teachers
<i>Project Bear First grade(1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train new first grade teachers
<i>Reading Standards Staff Development (3)</i>	Teachers: 1 Administrators: 67 Others: 0	Provide training to new teachers
<i>Reading Assesement and The LEP child (1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train the special areas chairperson
<i>Riverdeep software (25)</i>	Teachers: 35 Administrators: 33 Others: 0	Train all teachers
<i>Assess 2 Learn software (4)</i>	Teachers: 4 Administrators: 0 Others: 0	Train Technology Mentor, Title 1 teachers, and teachers in grades 3-5
<i>FCAT Explorer (3)</i>	Teachers: 4 Administrators: 0 Others: 0	Train Technology mentor, Title 1 teachers and Teachers in grade 3-5

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>CRISS Training (5)</i>	Teachers: 7 Administrators: 0 Others: 0	Train teachers who have not been trained
<i>Training for Home Language Arts (4)</i>	Teachers: 6 Administrators: 0 Others: 0	Train Spanish teachers who have not been trained
<i>Reading Leader-Language Arts(1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train new teachers

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Urban Systematic Program Equity in Math and Science inservice (2)</i>	Teachers: 3 Administrators: 0 Others: 0	Train selected teachers
<i>Mathematics Teacher Forum (1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train gifted teachers
<i>Principal's Leadership Institute-Mathematics and Science (2)</i>	Teachers: 0 Administrators: 66 Others: 0	Refresh training in this area
<i>Hands E (Hands-on Math Experience for Elementary)</i>	Teachers: 0 Administrators: 0 Others: 0	Train selected teachers in grades 4-5
<i>Riverdeep software (25)</i>	Teachers: 35 Administrators: 33 Others: 0	Train all teachers
<i>Asses 2 Learn (4)</i>	Teachers: 6 Administrators: 0	Train Technology Mentor, Title 1 teachers and teachers in grades 3-5

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
	Others: 0	
<i>FCAT Explorer (3)</i>	Teachers: 4 Administrators: 0	Train Technology Mentor, Title 1 teachers, and Teachers in grades 3-5
	Others: 0	

#### Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>SMILE (2)</i>	Teachers: 3 Administrators: 0 Others: 0	Train selected teachers
<i>Constructive Learning Concepts (1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train new Kindergarten teachers
<i>Human Growth and Development and HIV/AIDS Teacher Training workshop (2)</i>	Teachers: 3 Administrators: 0 Others: 0	Train grade level chairperson and new counselors
<i>Urban Systematic Program Equity in Mathematics and Science</i>	Teachers: 3 Administrators: 0 Others: 0	Train selected Teachers
<i>Science Laboratory Staff development (21)</i>	Teachers: 28 Administrators: 66 Others: 1	Train new teachers

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Technology: Instructional Technology Conference (12)</i>	Teachers: 16 Administrators: 33 Others: 0	Train technology mentor and selected teachers

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Physical Education:Isometric Fitness (1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train new PE teachers
<i>Jump Rope for Heart (1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train new PE teachers
<i>Fitness Gram (3)</i>	Teachers: 4 Administrators: 0 Others: 0	Train new PE teachers
<i>Gifted:Creativity Test Results (1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train new Gifted teacher
<i>Academic Excellence Program (2)</i>	Teachers: 3 Administrators: 0 Others: 0	Train new Academic Excellence teachers
<i>Constructive Learning Concepts(1)</i>	Teachers: 1 Administrators: 0 Others: 0	Train new Pre-K personnel
<i>Art: Opera Fun Time (2)</i>	Teachers: 3 Administrators: 0 Others: 0	Refresh training in this area
<i>Inspiration software</i>	Teachers: 0 Administrators: 0 Others: 0	Train Principal, Technology Mentor and cohort
<i>Teaching Enrichment Activities for Minorities (TEAM) (3)</i>	Teachers: 1 Administrators: 67 Others: 0	Train new TEAM teachers

# SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

**This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.**

**The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.**

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

DATE 07/14/2003  
 TIME 18:32:12

MIAMI - DADE COUNTY PUBLIC SCHOOLS  
 TITLE I BUDGET SYSTEM  
 LOCATION 2331 - 39 CHARLES R. HADLEY ELEMENTAR

PAGE 99  
 PRODUCT T22808201

LINE	FUNC	PROG	OBJT	JOB CODE	DESCRIPTION	POS	-----SALARY-----		TOTAL
							DIRECT	FRINGE	
2	5100	4363	5144	0000	TEACHER	3	140,361	40,677	181,038
10	5100	4363	5149		TEMP INSTRUCTOR (1 DAY)	100	11,000	1,300	12,300
11	5100	4363	5150		HOURLY-TEACHER (1 HR)	500	18,000	3,000	21,000
12	5100	4363	5150		HOURLY-PARA (1 HR)	2500	22,500	5,000	27,500
14	5100	4363	5310		PROFESSIONAL & TECHNICAL		0	0	500
15	5100	4363	5331		TRAVEL OUT-COUNTY		0	0	500
16	5100	4363	5350		REPAIRS & MAINTENANCE		0	0	500
17	5100	4363	5365		CAPITAL LEASES		0	0	500
18	5100	4363	5390		OTHER PURCHASED SERVICES		0	0	300
19	5100	4363	5399		PRINTING & DUPLICATING		0	0	5,000
20	5100	4363	5510		SUPPLIES		0	0	10,852
21	5100	4363	5621		CAPITALIZED AV. MATERIALS		0	0	2,000
22	5100	4363	5622		NON-CAPITALIZED AV. MAT'L		0	0	500
23	5100	4363	5641		CAPITALIZED F F & EQUIPMT		0	0	500
24	5100	4363	5642		NON-CAPITALIZED F F & E		0	0	500
25	5100	4363	5643		CAPITALIZED COMPUTER HARD		0	0	500
26	5100	4363	5644		NON-CAPITALIZED COMPUTER		0	0	500
27	5100	4363	5691		CAPITALIZED SOFTWARE		0	0	500
28	5100	4363	5692		NON-CAPITALIZED SOFTWARE		0	0	500
31	7800	4363	5332		FIELD TRIPS		0	0	500
35	6150	4363	5150	4039	HOURLY - CIS (1 HR)	3200	28,800	6,400	35,200
37	6150	4363	5330		TRAVEL REIMBURSEMENT		0	0	800
38	6150	4363	5510		SUPPLIES		0	0	1,274

TOTAL AVAILABLE REVENUE 304,764  
 LESS TOTAL SCHOOL BUDGET 304,764  
 EQUALS AMOUNT OVER/UNDER 0