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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 2181 - Joella C. Good Elementary School

*FeederPattern:* American Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* John Messersmith

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Joella C. Good Elementary School*

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Joella C. Good Elementary School services a learning community of 1,564 students in pre-kindergarten through grade five. A Montessori Magnet Program serves 200 of these students from five targeted areas within the county. In addition to the Montessori Magnet Program, there are a variety of school-wide programs to meet the diverse needs of the students. Enrichment programs include Academic Excellence, Gifted and Saturday Academy. The Extended-Day Tutorial Programs in reading, writing and mathematics targeting Limited English Proficiency students, students performing in the lowest quartile, and students demonstrating high-risk in reading.

After conducting a needs assessment, the following objectives have been developed to meet the needs of our learning community:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by sixty-eight percent of the students scoring at level three or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent of the students scoring at level three or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by fifty percent of the students scoring at level three or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by eighty-six percent of the students scoring at level 3.5 or higher on the 2006 administration of the FCAT writing test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grade four will improve their writing skills as evidenced by eighty-one percent of the students scoring at level 3.5 or higher on the 2006 administration of the FCAT writing test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the district and/or state mean scale score.

Given the need to establish a link between school, home and community to support the efforts of improved academic achievement, PTA membership and parent outreach program attendance will increase by five

percent during the 2005-2006 school year as compared to the parent involvement logs of the 2004-2005 school year.

Given emphasis to an orderly and safe learning environment through the development of incentive programs to encourage school attendance, the number of frequently absent students will be decreased by five percent as evidenced by the 2006-2006 End-of-the-Year Attendance Bulletin Report.

Given instruction for the utilization of the electronic grade book, one hundred percent of the instructional staff will demonstrate competency in documenting student achievement.

Given instruction based on the Sunshine State Standards for physical education, students in grades four and five will improve their physical fitness as evidenced by sixty-four percent of the students meeting the benchmarks of the district Fitness Gram.

Given opportunities to participate in extra-curricular activities encompassing the visual and performing arts, the number of students participating in grades pre-kindergarten through five will increase from thirty percent of the student population to thirty-five percent.

Joella C. Good Elementary School will improve its ranking on the State of Florida ROI Index Publication from the seventy-nine percentile in 2003 to the eighty-fourth percentile on the next publication of the index.

The two areas for improvement based on the results of the Organizational Performance Improvement Snapshot survey tool are: Process Management and Business Results. Process Management (score 4.0) and Business Results (score 4.2) received the lowest rankings and greatest number of respondents indicating "disagree" and "strongly disagree" as compared to the other areas. The aforementioned areas for improvement will be targeted throughout the school year by increasing communication regarding the financial status of the organization and determining the resources needed by our school community. Specifically, financial updates will be presented during EESAC, PTA and faculty meetings and the school community will be surveyed to identify resources in need.

# 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.

## **Joella C. Good Elementary School**

### VISION

The faculty and staff of Joella C. Good Elementary School envision a school where all learners are given multiple opportunities to develop life-long skills that will enable them to be productive citizens in a global and technological world. Stakeholders will provide the learning resources that will enable all students to demonstrate competency in communication skills, mathematics and the social sciences in order to prepare students for the transition from school to career.

### MISSION

The staff and community believe that all students can and will learn. We accept the responsibility to prepare all the students for mastery of the positive social behaviors, attitudes and life-long learning skills that will elevate them to world class standards necessary for success in a competitive world.

### CORE VALUES

The faculty and staff of Joella C. Good Elementary school are dedicated to maximizing the achievement of all students by:

- Fostering learning communities among faculty, staff, parents, guardians and community members
- Maintaining high academic and ethical standards
- Demonstrating a commitment to professional development
- Supporting the ideals of our mission and vision

## *School Demographics*

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Joella C. Good Elementary School is located in the Northwest region of Miami-Dade County. The school services a middle/low socio-economic community comprised of single-family and high-density housing. Based upon the most recent demographic profile, the ethnic composition of the student population is sixty-three percent Hispanic, twenty-four percent Black, six percent White and three percent Other mirroring the ethnic composition of the community. Approximately, fifty-eight percent of the total population receives free or reduced lunch. Furthermore, the staff consists of approximately one-hundred ten full-time employees and six part-time employees. This group includes four administrators and seventy-two classroom teachers. There are five exceptional education teachers, two guidance counselors and two media specialists. As per the Reading First Grant, two Reading Coaches support the implementation of the grant. Twenty-six percent of the full-time staff is White Non-Hispanic, twenty-five percent is Black Non-Hispanic and forty-eight percent is Hispanic.

Joella C. Good Elementary has received numerous awards, recognitions and grants. The school has been a recipient of: The Golden Apple Award for parent volunteer hours, recognition by the United Way by exceeding student campaign goals and recognition for its contributions to the American Heart Association Jump Rope for Heart Program. Our school Science, Engineering, Communication, Mathematics Enhancement Program (SECME) has been awarded for their achievement in the Annual SECME Elementary Festival. In addition to awards, the school has earned various grants such as the: Wal-Mart Literacy Grant, MECA mini-grant, IMPACT grant and Education Fund Grants earned by individual teachers. Teachers, paraprofessionals and administrators have been honored for their outstanding contributions to education as Employees-of-the-Year and National Board Certification recipients.

The Joella C. Good Elementary School learning community demonstrates strengths, faces challenges and seeks opportunities for improvement. Strengths include a supportive community, a faculty and administration dedicated to professional development and the development of varied academic programs designed to enhance student achievement. The aforementioned is demonstrated by an active PTA and parent/guardian participation in outreach programs, on-going professional development and articulation through Curriculum Teams and the presence of the Montessori Magnet Program, SECME and extended-day programs. The challenge Joella C. Good Elementary School faces is the continued improvement of student achievement. Specifically, the subgroup of Limited English Proficiency (LEP) students needs to make learning gains in writing and mathematics. A related challenge is striving to provide services to meet the diverse needs of our student population based on on-going assessments. In addition, the faculty and staff need the additional resources to effectively manage student learning such as, a supplemental reading series and updated technology with technology support. In closing, opportunities for improvement stem from the challenges faced by our learning community. Therefore, the School Improvement Process will address these challenges as the opportunities for improvement.

# *School Foundation*

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## ***Leadership:***

The survey indicates that the majority of the employees at Joella C. Good Elementary School are in accordance with the statement that the leadership values each member of the staff and learning community. School leaders work to create an environment conducive to learning, while providing opportunities for professional development. The leadership team provides guidance and opportunities for faculty and staff to impart their ideas and welcomes changes based upon collaborative discussion.

## ***District Strategic Planning Alignment:***

According to the survey, the school community has indicated that they understand the impact of the school's plan upon their professional performance and their responsibilities in plan implementation. Progress towards goals and objectives are monitored and utilized to guide instruction.

## ***Stakeholder Engagement:***

The average score of 4.3 on the Customer and Market focus of the survey indicates that stakeholders maintain an open, two-way communication. One hundred percent of the faculty and staff indicated that they communicate with parents and interested parties.

## ***Faculty & Staff:***

The Joella C. Good Elementary School staff collaborate with one another to ensure high-quality education for every student. The Human Resource Focus results of the survey yield a 4.3 average score, indicating that the faculty and staff understand that they are valued and play an integral part in school-wide decision-making.

## ***Data/Information/Knowledge Management:***

The majority of the faculty and staff indicated in the survey that they know how to access and analyze data to evaluate their performance. They understand how to self-assess and use the information to modify their actions to support the school's mission.

## ***Education Design:***

Joella C. Good Elementary School has implemented learning communities that foster opportunities for professional development. The Continuous Improvement Model (CIM) allows for on-going evaluation of programs and performance. Reading First Coaches, Professional Growth Team Members and National Board Certified Teachers provide mentoring and modeling of best practices.

## ***Performance Results:***

Using the Continuous Improvement Model, suspensions and attendance has been reviewed and analyzed. A need for increasing student attendance has been identified. Strategies to encourage and maintain attendance will be devised and implemented.

## GOAL 1: READING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Students at Joella C. Good Elementary School will continue to improve and develop reading skills enabling them to become life-long learners.

### **Needs Assessment**

A data analysis of the 2005 FCAT Reading Assessment indicates that sixty-seven percent of all students tested met high standards, sixty percent made learning gains and fifty-seven percent scoring in the lowest twenty-five percentile made learning gains. Sixty-three percent of the students tested made adequate yearly progress as defined by the No Child Left Behind Act (NCLB). All subgroups made adequate yearly progress in reading. According to the 2005 School Data Summary of FCAT reading scores, the target areas for growth are: Students in grade three and four demonstrate a need in the content areas of word/phrases and reference/research. Students in grade five demonstrate a need in word/phrases and comparisons. The aforementioned data indicates a need to address these areas through explicit instruction.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by sixty-eight percent of the students scoring at level three or higher on the 2006 administration of the FCAT reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model.	Instructional staff, support staff and administrative staff	8/8/2005	5/24/2006
Develop articulation between grade levels through monthly curriculum team meetings focusing upon instructional strategies.	Instructional staff, support staff and administrative staff	8/8/2005	5/24/2006
Implement the Comprehensive Reading Plan integrating the Houghton Mifflin program.	Reading Coaches, administrative staff and instructional staff	8/8/2005	5/24/2006
Improve instructional delivery through the resources funded by the Reading First Grant.	Reading Coaches, administrative staff and instructional staff	8/8/2005	5/24/2006
Assess students in grades kindergarten through five utilizing DIBELS and district interim assessments to guide instruction.	Reading Coaches, DIBELS team, instructional staff and administrative staff	8/8/2005	5/24/2006
Implement a tutorial program to target high-risk readers twice a week from October to March using the on-going DIBELS evaluation.	Instructional Staff, Reading Coaches and administrative staff	10/3/2005	3/31/2006
Integrate "Creating Independence through Student-Owned Strategies" (CRISS) during content area reading.	Instructional staff and administrative staff	8/8/2005	5/24/2006

## Research-Based Programs

Houghton Mifflin a Legacy of Literacy  
Reading First  
CIM

## Professional Development

CRISS  
Reading First  
Houghton Mifflin Reading Series



## **Evaluation**

The formative evaluation utilized to monitor progress will include the DIBELS and the district interim assessments in reading.

The summative evaluation will be based upon the 2006 FCAT reading test.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

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

### **GOAL 2 STATEMENT:**

Students at Joella C. Good Elementary School will continue to improve and develop mathematic skills and concepts enabling them to become effective numeric problem solvers and data managers in the context of the real world.

### **Needs Assessment**

A data analysis of the 2005 FCAT Mathematics Assessment indicates that sixty percent of all students tested met high standards and sixty-nine percent made learning gains. Fifty-seven percent of the students tested made Adequate Yearly Progress as defined by the No Child Left Behind Act (NCLB). To demonstrate adequate yearly progress in mathematics, fifty-percent of the students in the Limited English Proficiency subgroup must score at or above grade level on the 2006 FCAT mathematics test. According to the 2005 School Data Summary of FCAT mathematics scores, the target areas for growth are: Students in grade three demonstrate a need in the content area of Algebraic Thinking and students in grade four and five demonstrate a need in Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis.

#### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent of the students scoring at level three or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by fifty percent of the students scoring at level three or higher on the 2006 administration of the FCAT mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model.	Instructional staff, support staff and administrative staff	8/8/2005	5/24/2006
Develop articulation between grade levels through monthly curriculum team meetings focusing upon instructional strategies.	Instructional staff, support staff and administrative staff	8/8/2005	5/24/2006
Assess students utilizing district interim assessments to guide instruction.	Instructional staff and administrative staff	10/3/2005	1/31/2006
Implement tutorial programs targeting students performing in the lowest quartile and Limited English Proficiency students twice a week from October to March using a pre and post evaluation.	Instructional staff and administrative staff	10/3/2005	3/31/2006
Provide students with performance-based activities incorporating the use of manipulatives to problem-solve and think critically.	Instructional staff and administrative staff	8/8/2005	5/24/2006

## Research-Based Programs

Scott Foresman Mathematics Program  
CIM

## Professional Development

Riverdeep  
New Educators Support Team  
SECME Mini Conferences and Follow-up Session

## **Evaluation**

The formative evaluation that will be utilized to monitor progress is the district interim assessments in mathematics.

The summative evaluation will be based upon the 2006 FCAT mathematics test.

### GOAL 3: WRITING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Students at Joella C. Good Elementary School will continue to improve and develop writing skills enabling them to become effective communicators.

**Needs Assessment**

The 2004-2005 School Accountability Report indicates that eighty-five percent of grade four students attained the state standard of 3.5 or above in both writing. The score reflects a one percentage point increase as compared to the 2004 FCAT writing test results. However, only eighty percent of the Limited English Proficiency students improved performance in writing by one percentage point. In order to achieve adequate yearly progress, all students, including the Limited English Proficiency subgroup, need to improve performance in writing by a minimum of one percentage point.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by eighty-six percent of the students scoring at level 3.5 or higher on the 2006 administration of the FCAT writing test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grade four will improve their writing skills as evidenced by eighty-one percent of the students scoring at level 3.5 or higher on the 2006 administration of the FCAT writing test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model.	Instructional staff, support staff and administrative staff	8/8/2005	5/24/2006
Develop articulation between grade levels through monthly curriculum team.	Instructional staff, support staff and administrative staff	8/8/2005	5/24/2006
Implement a tutorial program for the Limited English Proficiency students twice a week from October to March using pre and post writing samples.	Instructional staff and administrative staff	10/3/2005	3/31/2006
Assess students utilizing pre and progress assessments to guide instruction.	Instructional staff and administrative staff	9/1/2005	1/31/2006
Utilize CRISS strategies to support instructional focus on expository writing.	Instructional staff and administrative staff	10/3/2005	3/31/2006
Provide students with performance-based activities incorporating the use of manipulatives to problem-solve and think critically.	Instructional staff and administrative staff	8/8/2005	5/24/2006
Incorporate journal writing across the curriculum to maximize writing opportunities.	Instructional staff and administrative staff	8/8/2005	5/24/2006
Provide teachers with professional development in research-based writing strategies via the Reading Coaches.	Reading Coach and administrative staff	10/13/2005	5/5/2006

## Research-Based Programs

Houghton Mifflin: A Legacy of Literacy Reading Program  
CIM

## **Professional Development**

Houghton Mifflin Reading Series

Using Technology to Enhance Classroom Instruction

### **Evaluation**

The formative evaluation that will be utilized to monitor progress is the pre and progress assessments in writing.

The summative evaluation will be based upon the 2006 FCAT writing test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Students at Joella C. Good Elementary School will continue to improve and develop science process skills enabling them to learn through discovery and scientific inquiry.

### ***Needs Assessment***

The results of the 2005 FCAT Science reflect a mean scale score of 279. The score indicates a performance of seven mean scale points below the District's achievement level and seventeen points below the State's achievement level. To demonstrate adequate improvement in science, the students in grade five must increase the mean scale score to meet or exceed the District and/or State level of achievement. Instruction should target physical and chemical science, earth and space science, life and environmental science and scientific thinking.



## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the district and/or state mean scale score.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model.	Instructional staff, support staff and administrative staff	8/8/2005	5/24/2006
Develop articulation between grade levels through monthly curriculum team meetings focusing upon instructional strategies.	Instructional staff, support staff and administrative staff	8/8/2005	5/24/2006
Assess students utilizing pre and progress assessments to guide instruction.	Instructional staff and administrative staff	10/3/2005	1/31/2006
Provide access to a science lab to provide opportunities for hands-on investigations.	Instructional staff and administrative staff	9/1/2005	5/24/2006
Engage students in scientific thinking through experiments and participation in the science fair.	Instructional staff and administrative staff	8/8/2005	5/24/2006
Continue to implement SECME activities that foster learning through discovery and inquiry.	Instructional staff and administrative staff	9/1/2005	5/24/2006

### Research-Based Programs

Harcourt-Brace Science Series

CIM

FOSS

### Professional Development

Hands-on Science

Using Technology to Enhance Classroom Instruction

SECME Mini Conferences and Follow-up Session

## **Evaluation**

The formative evaluations that will be utilized to monitor progress are the pre and progress assessments in science for grade five and the school-wide participation in the science fair.

The summative evaluation will be based upon the 2006 FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 5 STATEMENT:***

All parents/guardians of students at Joella C. Good Elementary School will be actively involved in the school learning community.

### ***Needs Assessment***

In relation to the school population of 1,564, the PTA membership should be greater than 351 members. Based on parental involvement logs, there is a need to increase the number of volunteers and the number of attendees at parent outreach programs. In addition to increasing parent involvement, a need has been identified to extend outreach programs during the third and fourth quarters.

## Measurable Objective

Given the need to establish a link between school, home and community to support the efforts of improved academic achievement, PTA membership and parent outreach program attendance will increase by five percent during the 2005-2006 school year as compared to the parent involvement logs of the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Survey parents regarding interests and concerns.	Administrative staff, instructional staff and support staff	8/8/2005	9/29/2006
Invite parents to participate in our volunteer program.	Administrative staff, instructional staff and support staff	9/1/2005	5/24/2006
Invite parents to attend orientation, open house and resource fair.	Administrative staff, instructional staff and support staff	8/8/2005	9/29/2006
Invite parents to attend outreach programs.	Administrative staff, instructional staff and support staff	8/8/2005	9/29/2006
Invite parents to attend student exhibitions.	Administrative staff, instructional staff and support staff	8/8/2005	9/29/2006
Encourage parents to join and support the PTA.	Administrative staff, instructional staff, PTA board and support staff	8/8/2005	9/29/2006

## Research-Based Programs

National Standards for Parent/Family Involvement Programs

National Parent/Teacher Association

PTA

## Professional Development

The professional development provided for reading include: New Educators Support Team

## Evaluation

Parent involvement logs(PTA membership records, surveys and volunteer sign-in sheets)will be utilized to demonstrate progress toward achieving this objective.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 6 STATEMENT:***

The learning community of Joella C. Good Elementary School will ensure a safe and positive academic environment.

### ***Needs Assessment***

According to the Student Education and Program Information Report, 1,557 students were absent from school five or more days; This indicates a need to decrease the number of days students are in nonattendance.

## Measurable Objective

Given emphasis to an orderly and safe learning environment through the development of incentive programs to encourage school attendance, the number of frequently absent students will be decreased by five percent as evidenced by the 2006-2006 End-of-the-Year Attendance Bulletin Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Recognize classes with perfect attendance on a daily basis.	Administrative staff and support staff	8/8/2005	5/24/2006
Recognize classes with perfect attendance on a daily basis.	Administrative staff and support staff	8/8/2005	5/24/2006
Award students who achieve perfect attendance on a quarterly basis.	Administrative staff, support staff and instructional staff	8/8/2005	5/24/2006
Implement a "house call" program to encourage absentees to promptly return to school.	Administrative staff and support staff	10/03/2005	5/19/2006
Implement State Attorney's Truancy Intervention Program.	Administrative staff, support staff and instructional staff	8/8/2005	5/24/2006
Develop an incentive program to improve daily attendance.	PTA, Administrative staff, support staff and instructional staff	8/8/2005	5/24/2006

### Research-Based Programs

Truancy Intervention Program

PTA

CIM

### Professional Development

New Educators Support Team

Truancy Intervention Program

## **Evaluation**

This objective will be evaluated by a five percent decrease of student absences evidenced by the End-of-the-Year Student Bulletin as compared to the 2004-2005 bulletin that documented 1,557 students absent from school five or more days.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

All instructional staff at Joella C. Good Elementary School will become proficient utilizing technology to access data to guide instruction.

### ***Needs Assessment***

One hundred percent of instructional staff need training utilizing the electronic gradebook to facilitate data reporting of student academic achievement.



## Measurable Objective

Given instruction for the utilization of the electronic grade book, one hundred percent of the instructional staff will demonstrate competency in documenting student achievement.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a basic computer skills in-service for teachers.	Administrative staff, technology curriculum team and technology support personnel	11/1/2005	11/30/2005
Notify parents of access to Electronic Grade book.	Administrative staff and instructional staff	1/31/2006	5/24/2006
Utilize district technology support.	District and administrative staff	1/31/2006	5/24/2006
Develop an in-house assistance program to help troubleshoot issues with the electronic gradebook.	Technology curriculum team, technology support personnel and administrative staff	1/31/2006	5/24/2006
Train parents to access the electronic gradebook.	PTA, administrative staff, technology support personnel and instructional staff	1/31/2006	5/24/2006

## Research-Based Programs

PTA  
CIM

## Professional Development

Riverdeep  
Using Technology to Enhance Classroom Instruction  
Easy Tech Training  
Excelsior Gradebook Training  
Atomic Learning Courses

## Evaluation

One hundred percent of the staff will use the electronic gradebook to document student achievement.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

### ***GOAL 8 STATEMENT:***

Students at Joella C. Good Elementary School will develop the values, knowledge and skills necessary to maintain a healthy fitness level throughout their lives.

### ***Needs Assessment***

The Fitness Gram results for students in grades four and five indicate that in the 2003-2004 school year, fifty-three percent received a district fitness award. During the 2004-2005 school year, fifty-nine percent of the students received the physical fitness award.

## Measurable Objective

Given instruction based on the Sunshine State Standards for physical education, students in grades four and five will improve their physical fitness as evidenced by sixty-four percent of the students meeting the benchmarks of the district Fitness Gram.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a daily fitness focus for wellness to allow students to practice skills.	Instructional Staff and administrative staff	8/8/2005	5/24/2006
Provide opportunities for skill practice and self-evaluation.	Instructional Staff and administrative staff	8/8/2005	5/24/2006
Participate in the American Heart Association "Jump Rope for Heart" program.	Instructional Staff and administrative staff	8/8/2005	5/24/2006
Encourage students to participate in the "Sun Skippers" jump rope club.	Instructional Staff and administrative staff	8/8/2005	5/24/2006
Organize a physical education showcase highlighting students' physical fitness.	Instructional Staff and administrative staff	8/8/2005	5/24/2006

## Research-Based Programs

Fitness Gram Program  
CIM

## Professional Development

Monthly Physical Education Curriculum Professional Development

State Physical Education Work Shops

## Evaluation

The formative evaluation will include a pre and progress monitoring of student fitness levels and self evaluation. The summative evaluation is the district's Fitness Gram. The objective will be evaluated by a five percent increase of students attaining the fitness award as compared to the 2004-2005 Fitness Gram.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

All students at Joella C. Good Elementary School will develop personal talents and interests through extra-curricular programs.

**Needs Assessment**

Of the 1,554 students enrolled in Joella C. Good Elementary School, 200 students participated in the Family Night presentation, demonstrating talents in the visual and performing arts. This accounted for thirty percent of the total student population. Given that only one-third of the students participated, there is a need to increase student involvement in the arts.

## Measurable Objective

Given opportunities to participate in extra-curricular activities encompassing the visual and performing arts, the number of students participating in grades pre-kindergarten through five will increase from thirty percent of the student population to thirty-five percent.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a Family Night committee.	Instructional staff, PTA, administrative staff and support staff	8/8/2005	4/28/2006
Incorporate instruction in the visual and performing arts across the curriculum.	Instructional staff, administrative staff and support staff	9/1/2005	4/28/2006
Organize and implement a Drama Club.	Instructional staff, administrative staff and support staff	10/3/2005	4/28/2006
Organize and implement a student Chorus.	Instructional staff, administrative staff and support staff	9/1/2005	4/28/2006
Organize and implement an Art Club.	Instructional staff, administrative staff and support staff	9/1/2005	4/28/2006
Organize and implement a Violin Ensemble.	Instructional staff, administrative staff and support staff	10/3/2005	4/28/2006

## Research-Based Programs

PTA

CIM

## Professional Development

District inservices on visual and performing arts

State-wide music conference

## Evaluation

Student participation in Family Night, as evidenced by parent permission forms, will increase as compared to the 2005 attendance logs that indicate two hundred students participated in the program.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

Joella C. Good Elementary School will rank at or above the ninetieth percentile statewide in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from FLDOE indicate that in 2003, Joella C. Good Elementary school ranked in the seventy-ninth percentile in the State of Florida ROI Index.

## Measurable Objective

Joella C. Good Elementary School wil improve its ranking on the State of Florida ROI Index Publication from the seventy-nine percentile in 2003 to the eighty-fourth percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrative Staff	10/6/2005	6/30/2006
Consider shared use of facilities, partnering with community agencies.	Administrative staff	10/6/2005	6/30/2006
Collaborate with the district on resource allocation.	Administrative Staff	10/6/2005	6/30/2006
Review reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrative staff	10/6/2005	6/30/2006

## Research-Based Programs

Houghton Mifflin a Legacy of Literacy  
 Harcourt-Brace Science Series  
 Scott Foresman Mathematics Program

## Professional Development

CRISS  
 Reading First  
 Houghton Mifflin Reading Series  
 Riverdeep  
 New Educators Support Team  
 SECME Mini Conferences and Follow-up Session  
 Using Technology to Enhance Classroom Instruction  
 Hands-on Science

## Evaluation

On the next State of Florida ROI Index Publication Joella C. Good Elementary School will show progress toward reaching the eighty-fourth percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC budget will be utilized to fund Extended School Day Programs to target improved student achievement. Specifically, the EESAC will fund the purchase of student consumable materials. In addition, the budget will also support the hourly-teaching positions.

### ***Training:***

EESAC will coordinate training for the Extended School Day Program. Under the direction of the EESAC, the Reading Coaches will train facilitators to implement research-based strategies during tutorial instruction.

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

EESAC will fund the resources necessary to implement the Extended Day Program. EESAC will fund the purchase of the following materials: Comprehensive Assessment of Reading Strategies, Saddle Phonics and Saddle Vocabulary workbooks for grades two through five.

### ***Technology:***

EESAC will use technology to obtain and analyze data to guide the school improvement process. The School Grade and Accountability Reports, as well as the Return on Investment Index will be accessed via the Internet. In addition, the instructional staff will utilize EduSoft for data analysis.

### ***Staffing:***

EESAC will provide the funding to staff the Extended Day Program. A projected twenty-one hourly salaries will be funded from the EESAC budget.

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

The student support service team will assist in the monitoring of student attendance. EESAC participants in collaboration with the PTA will provide incentives for students attaining perfect attendance such as school supplies.



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

The EESAC will oversee the allocation of resources needed to maintain and implement the Extended School Day Program. In collaboration with the Reading First Coaches and administrative leadership team, the EESAC will support the development of scheduling and targeting students for the tutorial program.

***Benchmarking:***

The EESAC will utilize the School Improvement Plan data to monitor progress and make appropriate modifications as needed(Continuous Improvement Model).

***School Safety & Discipline:***

The EESAC will closely monitor attendance through the PTA incentive program. Daily attendance will be reported and charted to provide incentives and intervention when needed.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*