
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2331 - Charles R. Hadley Elementary School

FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Felicia Gil

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Charles R. Hadley Elementary School

Built in 1986, Charles R. Hadley Elementary School serves 1,224 children in an urban neighborhood with a highly mobile population of 26 percent. Ninety-one percent of the student population is Hispanic and 42 percent of the students are Limited English Proficient (LEP). Approximately 76% of the students are on the federally funded free or reduced lunch program. Due to the diversity of the student population, individual needs are met through the implementation of the following programs:

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

The School Improvement Plan (SIP) objectives, in conjunction with these programs, will ensure the attainment of Charles R. Hadley’s mission: “To ensure student achievement by providing a quality education in a safe and nurturing environment.” To further meet the needs of the students, all pertinent data (including the 2004-2005 results from the Florida Comprehensive Assessment Test (FCAT) in Reading, Mathematics, Writing, and Science) is analyzed by the school staff, as well as the Educational Excellence School Advisory Council (EESAC). A variety of carefully selected strategies, including academic intervention programs, will also ensure the attainment of the school’s mission. The staff, students, and community of Charles R. Hadley Elementary School will put into practice these strategies in order to achieve the following objectives:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 83 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 85 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 87 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by an increase in the mean scale score to 306 points as documented by the 2006 FCAT Science Test.

Given increased attention to parental and community involvement, there will be a five percent increase in the number of school sponsored Pre-K through 2nd grade workshops as evidenced by a comparison of the 2004-2005 attendance rosters to those of 2005-2006.

Given increased attention to discipline, the percentage of indoor/outdoor suspensions will decrease or be maintained within five percent as measured by a comparison of incidents from 2004-2005 to 2005-2006.

Given increased attention to the use of technology, students at Charles R. Hadley Elementary will increase their access to technology as evidenced by a .4 percent increase in the 2005 STAR School Profile Student Access to Technology category.

Given instruction based on the mandated M-DCPS Physical Fitness Gram Standards, students in fourth and fifth grade will improve their fitness level as evidenced by 86 percent of the students achieving a Gold or Silver rating on the 2006 administration of the Fitness Gram.

Given instruction using the Sunshine State Standards, students in grades two through five will increase their participation in community art exhibits from five percent to ten percent as evidenced by a comparison of the 2004-2005 art exhibit entry applications to those of 2005-2006.

Charles R. Hadley Elementary School will improve its ranking on the State of Florida ROI index publication from the 57th percentile in 2003 to the 62nd percentile on the next publication of the index.

In addition to the SIP, the results of the 2005 Organizational Performance Improvement Snapshot will be utilized as a tool to accomplish the vision and mission of the school. The results were favorable in all seven categories. Hadley's strengths are most evident in Customer/Market Focus (Category 3) and Measurement/Analysis/Knowledge Management (Category 4). Hadley's ranking in Category 3 demonstrates that the faculty and staff are cognizant of who their customers are and how to best meet their needs; thus, ensuring customer satisfaction and loyalty. The results for Category 4 indicate that Hadley's employees are adept at measuring and analyzing the quality of their work. This allows the faculty and staff to determine the most appropriate course of action in order to reach the school's goals. The remainder of the survey categories also demonstrates high approval ratings for Charles R. Hadley's Leadership, Strategic Planning, Human Resources, Process Management, and Business. Although high employee satisfaction is evident, a very small percentage of the faculty and staff felt that when planning for the future, the organization will benefit from having a diverse selection of avenues to provide input, share ideas, and have more opportunities to learn about the financial status of the organization. Through the use of Hadley's multi-tier organizational system, all faculty and staff members will receive information related to the Hadley's financial status by the following communication methods: Faculty/Staff Meetings, Quality Improvement and Deployment Team (QIDT), Hadley's Operational Team (HOT), Grade Level Meetings, Cadre Meetings, Weekly Bulletin, and e-mail.

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.

Charles R. Hadley Elementary School

VISION

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

MISSION

Charles R. Hadley Elementary School's mission is to ensure student achievement by providing a quality education in a safe and nurturing environment.

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

CORE VALUES

Charles R. Hadley Elementary School's core values are as follows: 1) Everyone can learn; 2) A safe learning environment is paramount; 3) Customers are a priority; 4) Uphold high standards of professionalism. These core values define our school motto which is "Educating our Children, Enriching our World".

School Demographics

Charles R. Hadley Elementary School's faculty and staff offer student's a high quality educational program in order to achieve the school's vision and mission. Most importantly, high student achievement is the major emphasis at Charles R. Hadley Elementary, specifically in the areas of Reading, Mathematics, Writing, Science, and Technology. Charles R. Hadley Elementary School was built in 1986 in order to better serve the community. The school is located on 11 acres in central Miami-Dade County at 8400 NW 7th Street. The school consists of four two story buildings, one Primary Learning Center (PLC) and 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 is led by a proactive principal that has been able to maintain a well kept and attractive facility with beautiful gardens that contribute to fostering a positive learning environment for students and staff. As a result, the school provides a safe haven for the parents and community at large. The school has a PLC in which the pre-kindergarten and kindergarten students are housed. The PLC provides a school within a school in which the youngest members of the student body find a safe and nurturing setting. The facility also presents great challenges that are now more evident with the reduction of class size amendment. Although the student population remains stable, more classrooms are needed to accommodate a smaller teacher-student ratio. To alleviate this situation, the principal requested and secured two additional portable classrooms that will be ready for use in the near future. In the past, the building had limited storage space for equipment, furniture, and supplies. The proactive leadership of the principal secured the assistance of the PTA to acquire two large storage containers to alleviate the situation. The large school enrollment, the number of parents transporting their children, and the number of private bus companies transporting students have created a challenge for arrival and dismissal. Anticipating this challenge, the principal secured additional security monitor personnel and revised the arrival and dismissal procedures to ensure a safe learning environment. The PLC facility presents an additional challenge due to the facility being constructed without a cafeteria and students having to eat in the covered patio. Through the principal's request, the maintenance department installed awnings to protect students from the weather.

Charles R. Hadley Elementary School serves 1,224 students in grades Pre-Kindergarten through fifth in an urban neighborhood with a highly mobile population (26 percent mobility rate). The student population is composed of 91 percent Hispanic, four percent White, one percent Black, and four percent Other. Approximately 76 percent of the students are economically disadvantaged. Ninety-two percent of the student population resides within the attendance boundary. These students walk to school, are transported by their parents, or receive transportation provided by private bus companies. Eight percent of the students are enrolled at Charles R. Hadley Elementary School with an Out of Area Transfer. Forty students enrolled in the Special Education Program (SPED) receive transportation provided by the district. Students residing outside the attendance boundary receive transportation from their parents. Charles R. Hadley Elementary feeds into Ruben Dario Middle, Rockway Middle, and West Miami Middle schools.

The administrative team is comprised of one principal and two assistant principals. The school employs a total of 107 full-time staff members including 3 administrators, 54 classroom teachers, 19 special area teachers, 2 guidance counselors, 2 media specialists, 7 ESE teachers, 2 speech pathologists, 6 full-time clerical staff, 3 full-time paraprofessionals, 7 full-time custodians, and 2 full-time food service employees. The ethnic breakdown of the instructional staff is as follows: White -15 percent, Black - 21 percent, and Hispanic- 64 percent. The gender breakdown is male - seven percent, female -93 percent. As a result of implementing the state's class size reduction amendment, two beginning teachers have been added to the faculty and three teachers have transferred from other schools. The teacher-to-student ratio for grades pre-kindergarten through third grade is 1:21 and for fourth and fifth grade the ratio is 1:26. The average teaching experience is 15 years and 51 percent of the faculty have advanced degrees. Four teachers have received National Board Certification and five others have applied. The school operates under a multi-tier governing system in which stakeholders are encouraged to actively participate. The Leadership Team at Charles R. Hadley Elementary is comprised of each grade level chairperson and the EESAC Cadre representatives; thus, all employee groups are represented and provide input to achieve high performance standards. The highest priority for the Leadership Team is to monitor student performance and to implement strategies that will yield the best results.

Charles R. Hadley is a child-centered Comer school that operates under the three guiding principles of collaboration, consensus, and no-fault. Based on the Comer philosophy, all decisions are made with the child in mind. As a result, the school provides a variety of specialized programs to meet specific individual needs. Title I funds are also used to implement additional services. In addition to the academic curriculum, Charles R. Hadley offers a wide range of services including medical, psychological, counseling, water safety, drug awareness and character education. These services are provided in collaboration with community partners such as Miami Children's Hospital, the Children's Psychiatric Center (CPC), and Florida International University (FIU) through the ENLACE Miami Program funded by the Children's Trust Fund. The student population is 91 percent Hispanic of which 40 percent is LEP. To meet their needs, the school provides English for Speakers of Other Languages (ESOL) self-contained and pull-out classes depending on the ESOL level of the students. To further meet the needs of LEP students, the ESOL Program has been highly enhanced by the utilization of computer labs, the most current educational software, and instructional materials. Bilingual teachers receive training in the latest ESOL and FCAT teaching strategies and the use of technology. The SABER Program meets the needs of bilingual students by enriching their home language while exposing them to high level thinking skills in English. Thomas and Collier (1997) conducted a longitudinal study of five large school districts from 1982-1996 describing the characteristics of K-12 language-minority students, the instructional interventions they received and the test results they received after they participated in the program for language-minority students. Their findings revealed that "only English Language Learners (ELLs) who received strong cognitive and academic development in their native language for many years (at least through grades 5 or 6), as well as in English, are performing well in school as they approach high school graduation. The results also showed that only quality, long-term, bilingual programs using the most current teaching practices, such as one-way and two-way developmental bilingual education, give language-minority students the cognitive and academic development needed to be academically successful in English, and to sustain their success as they reach their high school years." In addition, Spanish classes are offered to all students to help them acquire or maintain the Spanish Language. Seven percent of the student population at Charles R. Hadley Elementary School is composed of learning disabled students. To fully serve these students in the SPED Program, the school is implementing a primary and intermediate self-contained Language Learning Disability (LLD) Program and full-time inclusion classes for all grade levels. The school also provides individual and small group tutoring classes to help ESE students achieve annual learning gains. Charles R. Hadley Elementary School offers an in-house, high paced critical thinking gifted program. Presently, six percent of the student population is gifted. Approximately 87 percent of the students fall within the average range of regular classroom instruction. To meet their needs, the school offers high level critical thinking skills programs such as Teaching Enrichment Activities to Minority Students (TEAM) during school and Academic Excellence classes after school. Barba and Merchant (1990) report that "nearly all of the thinking skills and programs and practices investigated were found to have a positive result in the achievement levels of students." They added that "studies which look at achievement over time found that thinking skills instruction accelerated the learning gains of participants." Tutorial services utilizing intensive one-to-one assistance, supplemental materials, and computer applications are provided for low achieving students before, during, and after school, as well as Saturday Academy, to help them achieve instructional benchmarks. Kulik (1994) emphasized that "one type of computer application that results in positive gains on achievement tests at the elementary level is computer tutoring." Kulik also found that "computer software classified as drill-and-practice dramatically improved students' scores on achievement tests."

Charles R. Hadley Elementary School houses three computer labs: one for the Students Acquiring Bilingual Education through Reform (SABER) dual language program; one for the Title I Program which serves students with the greatest needs; and one for the Limited English Proficient (LEP) students. Kulik and Kulik (1991) conducted one of the most comprehensive studies to determine the effects of computer instruction on student achievement. In 81 percent of the studies, "students in computer-based instruction (CBI) classes performed higher on achievement tests than students who were taught by conventional methods without computer technology." In addition, the school has a Science Lab, Media Center, and Family Enrichment Center (FEC). The FEC provides parents and families with knowledge and information on how to best assist students. Starkey and Klein (2000) stressed in their article entitled *Fostering Parental Support for Children's Mathematical Development: An Intervention with Head Start Families* published in the *Early Education Development Journal* that "such programs help parents engage in the kind of involvement that may also offer demonstrations of developmentally appropriate teaching activities, opportunities for practice of

varied strategies, and information about assessing students' progress." The school has been retro-fitted to provide Internet access to 100 percent of the classrooms and has purchased servers to network most software programs to all classrooms. All classrooms have computers, printers, and other technological equipment. School funds, specially allocated state grants, federal grants, community school monies and private education foundations provide resources to equip the school. In addition, the school is supported by the PTA and Dade Partners who contribute generously to the school's technology program.

A culturally rich curriculum with real-life applications and challenging materials is offered to all students. Depending on each child's academic levels, accommodations are made and opportunities are given to promote the educational, social, and emotional growth of every child. Additionally, Charles R. Hadley Elementary School has developed a comprehensive technology program that involves all teachers and incorporates the utilization of technology in all subject areas. Part of the program is the Citibank FamilyTech Program funded through a Public Education Fund grant which allows all students in 10 classes to take home a computer and participate in this partnership with the business world. In an effort to integrate all curriculum areas with technology, Charles R. Hadley Elementary School implements the school developed program, "Exploring Our World through Cyber Space", which utilizes a thematic approach to instruction and incorporates community service.

Hadley's success is evident in the number of awards, recognitions, and grants that have been received. The school was awarded the prestigious Sterling Governor's Award in 2005 and Florida Sterling Quality Achievement Award in 2004. Charles R. Hadley Elementary has also achieved the Florida Recognition "A" rating 5 times since the program's inception. In addition, Hadley has received the following awards and grants:

- Council for Educational Change Florida Top 20 High Performance School
- M-DCPS Platinum Award
- Golden School Award
- Red Carpet School Award
- Sunshine Medallion Award
- Little Red Schoolhouse Award
- Five Star Award
- Title I District Advisory Council (DAC) Access Center Attendance Award
- Title I Parent Advisory Council (PAC) Outstanding Parent Activities Award
- Citibank FamilyTech Program – Annenberg Grant
- Inclusion Grant
- Children's Trust Fund Grant
- Miami-Dade Community College Parental Involvement Grant
- Florida International University Families Learning at School and Home (FLASH) Grant

The implementation of Hadley's School Improvement Plan, multi-tier organizational system, diverse programs and continuous improvement model (PDSA) ensures the success of the entire organization. The results of the 2005 Organizational Performance Improvement Snapshot delineate the areas of strength that further support the school's goals. The faculty and staff are knowledgeable about the school's customers and their needs. This contributes to customer satisfaction and allegiance. Measurement and analysis of the employees' quality of work are also instrumental in maintaining high levels of achievement. Other factors that contribute to the organization's success are the extremely competent faculty and staff, the high level of employee satisfaction, the outstanding leadership and the overall comprehensive strategic planning process. In the future, the organization will also benefit from having a diverse selection of avenues to provide input, share ideas and have more opportunities to learn about the school's financial status. This will be accomplished through the use of the multi-tier organizational system and the wide variety of communication channels, such as Faculty//Staff Meetings, Quality and Improvement and Deployment Team (QIDT), Hadley's Operational Team (HOT), Grade Level Meetings, Cadre Meetings, Weekly Bulletin, and e-mail. The integration and implementation of all these components are vital in the attainment of Charles R. Hadley Elementary's vision and mission.

School Foundation

Leadership:

A review of the 2005 Organizational Performance Improvement Snapshot indicates that Charles R. Hadley Elementary School's leadership is instrumental in the success of the school. All of the leadership items also indicate that the faculty and staff are highly satisfied with the school's leadership. The senior leader and the leadership team set and deploy organizational values by using the Comer principles of collaboration, consensus, and no-fault. Short-term directions are set and deployed in accordance with the School Improvement Plan (SIP); long-term directions are in alignment with the M-DCPS five year District Strategic Plan. Both plans are utilized in the deployment of performance expectations. The senior leader's vision includes a focus on creating and balancing organizational values for customers and other stakeholders in their performance expectations by communicating on a continuous basis. The leadership communicates these values, directions, and expectations through the multi-tier, team-based leadership system.

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

Survey results indicate that Charles R. Hadley Elementary School's multi-tier, team-based system is instrumental in promoting cooperation, individual initiative, empowerment, and innovation among the faculty and staff. The team-based system capitalizes on the diverse ideas, cultures, and thinking of its employees and the community with which it interacts. The administration utilizes the expertise and creativity of its employees throughout all levels of the organization. This gives employees the opportunity to share their skills and knowledge with the entire community. Team structure brings together faculty and staff from different parts of the organization to act on issues that affect

both their functional areas and the organization in general; thus, promoting the organization's goals.

Data/Information/Knowledge Management:

An analysis of the survey indicates that school personnel analyze data pertaining to their professional status, professional development, and Professional Development Plans(PDP) to make decisions to meet the organization's mission, vision, and goals. In order for the staff to monitor the progress of its customers and school functions, pertinent student information is disseminated and analyzed through a team-based approach to effectively plan, align and manage student performance.

Education Design:

Extended Learning Opportunities: To supplement instruction for ESE and low performing students, tutoring has been instituted before, during and after school as well as a Saturday Academy. These programs are implemented utilizing funds from the EESAC, Title I and Student Achievement Enhancement Program. Extended Learning Opportunities are also offered through the district funded after school Academic Excellence Program to provide enrichment to high achieving students. This program includes a chess class to develop high level thinking skills. The gifted students are provided with extended learning opportunities funded through the school budget to prepare them to meet the challenges of high level creative and critical thinking materials. Certified teachers provide instruction before, during, after school, and Saturday Academy, while tutors are hired to supplement instruction during the day. Students enrolled in these programs work in small groups with more personal instruction to help accelerate their learning.

School-wide Improvement Model: Charles R. Hadley Elementary School implements the Plan, Do, Study, Act (PDSA) Instructional Cycle as the schoolwide improvement model to support improved student achievement. The PDSA Instructional Cycle is a four-step analysis approach for continuous improvement. The four-step process includes the following. (1) Plan-for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study-analyze data to assess results, and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.

The school implements a school wide tutorial program that is offered before, during, and after school as well as on Saturday to assist students by re-teaching benchmarks in which they need additional help. In addition, enrichment opportunities will be provided in the areas that need reinforcement.

The school also implements a schoolwide Character Education Program to instill a set of values at the school to create an environment that will yield high student performance. The nine Character education core values are: (1) Pursuit of Excellence, (2) Responsibility, (3) Citizenship, (4) Kindness, (5) Honesty, (6) Integrity, (7) Respect, (8) Cooperation, and (9) Fairness. Implementation of the Character Education Program will foster in all children the nine core character values necessary for becoming productive citizens.

Performance Results:

The 2005 Organizational Performance Improvement Snapshot submitted by the faculty and staff indicates favorable results in all seven categories. The survey results from the Student Climate Survey (SCS) and the Parent Climate Survey (PCS) also indicate the students and stakeholders' satisfaction in relation to the organization's service performance. Charles R. Hadley Elementary School has received an "A" rating five times in the past seven years due to high student performance. Eight percent of the student population is out-of-area transfers due to the

organization's high performance and specialized programs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will demonstrate increased performance in reading.

Needs Assessment

Charles R. Hadley Elementary School conducted a Two-Step Cluster Analysis of the reading data in grade levels three through five. The data revealed that 21 percent of the students in grades three through five are reading below grade level as evidenced by scores falling below Level 3. The lowest performing grade level in reading was fifth grade with 68 percent of the students scoring Level 3 or above, in comparison to 70 percent of fourth grade students that scored at Level 3 or above, while the best performance was demonstrated by the third grade students with 72 percent scoring Level 3 or above. An in-depth analysis of each grade showed the following: Twenty-eight (28) percent of students are reading below grade level in grade three. These students are most successful with (1) Comparisons and (2) Main Idea and Author's Purpose. However, these students need additional help with (1) Reference and Research and (2) Words and Phrases. As a result, these students need further assistance in identification and synthesis of information, validity and accuracy of information, and synthesis of information from multiple sources. Also, they need assistance in phonemes, phonics, multi-meaning words, words in context, and identifying context clues. In grade four, 30 percent of the students are reading below grade level as evidenced by scores on the 2005 Reading FCAT administration. These students are most successful with Main Idea and Author's Purpose. However, these students need additional help in (1) Words and Phrases, (2) Comparisons, and (3) Reference and Research. Moreover, the greatest area of need is Reference and Research. As a result, students need further assistance with multiple representations and using information in tables and graphs. In grade five, 32 percent of the students are reading below grade level as also evidenced by scores on the 2005 Reading FCAT administration.

These students are most successful with (1) Words and Phrases, (2) Reference and Research, and (3) Comparisons. However, improvement is needed in the areas of Main Idea and Author's Purpose. This data indicates that teachers at Charles R. Hadley Elementary need to put more emphasis on analyzing assessment data and focusing on areas in which students scored the lowest. They also need to take part in all professional development activities related to Reading Comprehension, Promoting Fluency and Vocabulary Development schoolwide. In addition, teachers need to utilize the curriculum and calendar activities established by the Leadership Team (L.T.) and utilize classroom time and resources to promote reading achievement.

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 using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 83 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan, Do, Study, Act (PDSA) four-step continuous improvement model schoolwide to ensure student achievement in reading. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study- analyze data to assess results; and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Utilize the Student Performance Indicator (SPI) to disaggregate Reading Test data of students in grades three through five to provide instructional focus.	Principal and/or Assistant Principal(s), Reading Coach	8/8/2005	5/24/2006
Identify Level 1 and 2 and LEP students on the FCAT Reading Test to provide tutorial intervention services before, during, after school and Saturday Academy, emphasizing the content areas of Words/Phrases and Reference/Research.	Principal and/or Assistant Principal(s), Reading Coach	8/8/2005	5/24/2006
Utilize Accelerated Reader (AR) in grades three through five to monitor student independent reading progress as evidenced by individual book tests results.	Reading Coach, Media Specialist	8/8/2005	5/24/2006
Use FCAT Explorer, Riverdeep, and Assess2Learn, as well as the Compass Learning, SABER, and Title I computer labs in grades three to five to provide computer assisted instruction, remediation, and enrichment.	Reading Coach, Media Specialist	8/8/2005	5/24/2006
Utilize Voyager Passport to improve proficiency of Tier 2 students in the areas of Word/Phrase and Reference/Research.	Reading Coach	8/8/2005	5/24/2006

Utilize Early Success in grades one to two and Soar to Success in grades three to five for reading intervention.	Reading Coach	8/8/2005	5/24/2006
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Research-Based Programs

Houghton Mifflin, 2003 Edition; Voyager Passport Program; Early Success; Soar to Success; Lexia Learning System Educational Software; Waterford; Compass Learning

Professional Development

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

1. Assessment Plan: DIBELS- September/October, 2005
2. Project Becoming Effective Active Readers (B.E.A.R.) - October, November, and December, 2005
3. Project Opening Worlds of Literacy (O.W.L.) - October, November, and December, 2005
4. Project Developing Reading and Writing (D.R.A.W.) - October, November, and December, 2005
5. Creating Independence through Student-owned Strategies (CRISS) - to be announced.
6. The Reading Coach Meetings - August, 2005 through May, 2006
7. Reading Standards Staff Development - October, 2005
8. Voyager training - June and August, 2005
9. Data Analysis: Linking Data to Instruction utilizing the Student Performance Indicators (SPI) - August, 2005
10. Project Right Beginning for Kindergarten - October, 2005
11. Diagnostic Assessment of Reading (DAR) - October, 2005
12. Houghton Mifflin - ongoing since July, 2005

Evaluation

The scores on the 2006 FCAT Reading Test will be used to evaluate this objective. In addition, to monitor student progress and the tutorial programs, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used for grades K through three and FCAT Reading Level 1 and 2 students in grades four and five.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

Charles R. Hadley Elementary School conducted a Two-Step Cluster Analysis of the mathematics data based on grade levels three through five. The data revealed that 19 percent of the students in grades three through five are working below grade level in mathematics as evidenced by scores falling below level 3. An in-depth analysis of each grade showed the following: 19 percent of the students in grade three are working below grade level in mathematics. These students are most successful with (1) Measurement, (2) Data Analysis, and (3) Geometry. However, students in this grade level need additional help with (1) Algebraic Thinking and (2) Number Sense. As a result, students will need assistance in basic facts, addition and subtraction, and understanding key words in mathematic equations. In grade four, 25 percent of the students are working below grade level in mathematics as evidenced by scores on the 2005 Mathematics FCAT Administration. These students are most successful in (1) Geometry, (2) Algebraic Thinking, and (3) Data Analysis. The greatest areas of need in this subject are (1) Number Sense and (2) Measurement. Lastly, in grade five, 32 percent of the students are working below grade level in mathematics as also evidenced by scores on the 2005 Mathematics FCAT administration. These students are most successful with (1) Measurement, (2) Geometry, and (3) Algebraic Thinking. Data also indicates that the following areas: (1) Number Sense and (2) Data Analysis need additional help. Teachers at Charles R. Hadley Elementary need to analyze assessment data in order to focus on areas in which students scored the lowest. They need to take part in all professional activities related to mathematics comprehension skills, promote mathematics basic skills development schoolwide, utilize the curriculum and calendar activities established by the Leadership Team (L.T.), and utilize

classroom time and resources to promote student achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 85 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model schoolwide to ensure student achievement in mathematics. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study-analyze data to assess results; and (4) Act-incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Utilize the Student Performance Indicator (SPI) to disaggregate Math FCAT Test data of students in grades three through five to guide instruction.	Principal and/or Assistant Principal(s), Reading Coach	8/8/2005	5/24/2006
Implement an uninterrupted daily 60 minute block in mathematics for grades three through five to improve student achievement.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Identify low performing students and provide tutorial intervention services during Saturday Academy with emphasis on Number Sense for grades three through five, Algebraic Thinking for grade three, Measurement for grade four, and Data Analysis for grade five.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Identify Level 1 and 2 students and provide small group instruction during class to target weak areas identified in end of the grading period assessments.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Incorporate hands-on activities schoolwide with the use of manipulatives to reinforce the connection between abstract and concrete mathematical concepts.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Mathematics, 2004 Edition

Professional Development

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

1. Data Analysis: Linking Data to Instruction utilizing the Student Performance Indicators (SPI) - October, 2005
2. Harcourt Mathematics Training: How to use Manipulatives in the Classroom - November, 2005
3. Algebraic Thinking: A Hands-On Approach - October, 2005
4. Number Sense Training - October, 2005

Evaluation

The scores on the 2006 Florida Comprehensive Assessment Test in mathematics will be used to evaluate this objective. To further monitor student progress and the tutorial programs, end of grading period assessment results will be analyzed.

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

A Two-Step Cluster Analysis of the 2005 FCAT writing test results in grade four indicates that 93 percent of students meet high standards (3.0 or above), whereas, 86 percent of the students achieved a score of 3.5 or above. A discrepancy on the average scores exists between Expository Writing (with an average of 3.6) and Narrative Writing (with an average score of 3.9). The data also reveals that 32 percent of the students scored below 3.5 in Expository Writing. This represents 32 students in fourth grade scoring below 3.5 in this area. Data also shows that 15 percent of the students scored below 3.5 in Narrative Writing. This represents 12 students in fourth grade scoring below 3.5. Finally, there is a need to place additional emphasis on Expository Writing to improve the scores and meet the writing standard of 3.5. As a result, these students need assistance in punctuation, capitalization, spelling and variation in sentence structure. They also need to work on the quality of the details used to explain, clarify, and define. Furthermore, emphasis must be placed on having a beginning, middle, and end and establishing logical relations to one another. It is also important that these students learn how to present and maintain a clear main idea, theme or unifying point. Data indicates that Charles R. Hadley teachers need to plan, collaborate, and cross-group students for instruction in writing to better meet the needs of those low performing students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 87 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model schoolwide to ensure student achievement in writing. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study-analyze data to access results; and (4) Act-incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Administer pre/post narrative and expository writing tests to students in fourth grade in August, 2005 and May, 2006 to monitor student performance and provide instructional focus.	Principal and/or Assistant Principal(s), Reading Coach	8/8/2005	5/24/2006
Utilize pretest scores in fourth grade to disaggregate students' data to place them into levels for cross-group instruction. Implement targeted instruction according to their level to achieve at least a five percent increase from August, 2005 to May, 2006.	Principal and/or Assistant Principal(s), Reading Coach	8/8/2005	5/24/2006
Provide small group instruction in fourth grade to target students' deficiencies in writing.	Principal and/or Assistant Principal(s), Fourth Grade Level Chair	8/8/2005	5/24/2006
Utilize graphic organizers and flow charts with fourth grade students to improve the students' writing skills.	Fourth Grade Level Chair	8/8/2005	5/24/2006
Conduct formative quarterly writing assessments in fourth grade to monitor progress.	Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin 2003 Edition;Compass Learning

Professional Development

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

1. Site Authorized Program: Egg-ceptional Writing Program - August, 2005
2. Writing Across the Curriculum for Special Area Teachers - October, 2005
3. Creating Independence through Student-owned Strategies (CRISS) - To be Announced
4. Comprehensive Reading Plan (CRP) training - October and November, 2005

Evaluation

This objective will be evaluated by using the scores of the 2006 FCAT Writing Test. In addition, to further monitor progress towards the objective, quarterly writing assessments will be utilized.

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.)

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

All students will be able to apply scientific method.

Needs Assessment

Analysis of the 2005 FCAT Science Test indicates that Charles R. Hadley Elementary School achieved a mean scale score of 301 points. An analysis of the content scores indicates that (1) the mean points earned in Physical and Chemical were eight out of thirteen points; (2) the mean points earned in Earth and Space were seven out of thirteen points; (3) the mean points earned in Life and Environmental were eight out of thirteen points; and (4) the mean points earned in Scientific Thinking were seven out of twelve points. The data shows that students had a mastery level of 62 percent in Physical and Chemical; 58 percent mastery level in Scientific Thinking; and 62 percent mastery level in Life and Environment. This data indicates that these are areas in which fifth grade students need more focus. Data also reveals that students had a mastery level of 54 percent in Earth and Space indicating that there is a greater need to emphasize this area in classroom instruction. Furthermore, the data indicates that teachers at Charles R. Hadley Elementary will benefit from participation in professional development activities designed to improve and enhance students' experience with Earth and Space and understanding of the processes related to scientific thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by an increase in the mean scale score to 306 points as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model schoolwide to ensure student achievement in science. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study-analyze data to assess results; and (4) Act-incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Administer end of the grading period assessments to guide instruction and monitor student progress in grade five.	Principal and/or Assistant Principal(s), Fifth Grade Level Chair	8/8/2005	5/24/2006
Provide direct instruction to students in grade five that focuses on Sunshine State Standards and utilizes the research-based Harcourt Science with emphasis on Scientific Thinking and Earth and Space, which were identified as areas of weakness.	Fifth Grade Level Chair	8/8/2005	5/24/2006
Implement the Science Engineering Communication Mathematics Enhancement (SECME) Fair in grade five to display the students' ability to design and construct a science project that develops critical thinking skills, promotes creative problem solving, and allows the incorporation of multidisciplinary science skills.	Principal and/or Assistant Principal(s), SECME Coordinator	8/8/2005	5/24/2006
Provide students in grade five with hands-on experiments and activities in the school's science lab on a bi-weekly basis to reinforce classroom instruction, facilitate knowledge of science standards, and develop science skills.	Principal and/or Assistant Principal(s), Fifth Grade Level Chair	8/8/2005	5/24/2006
Utilize the Measuring Up Program as supplemental material in fifth grade to further develop science skills.	Fifth Grade Level Chair	8/8/2005	5/24/2006
Use science writing prompts to strengthen	Fifth Grade Level Chair, Reading	8/8/2005	5/24/2006

expressive knowledge on science skills for students in fifth grade.	Coach	
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Research-Based Programs

Harcourt Science, 2000 Edition

Professional Development

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

1. Assess2Learn - September, 2005
2. SECME 5th Annual Mini Conference - October, 2005
3. Human Growth and Development and HIV/AIDS - October, 2005
4. Training in Strategies for Increasing Critical Thinking for Teachers in Grades 3, 4 and 5 - September, 2005

Evaluation

The scores of the 2006 FCAT Science Test will be used to evaluate this objective. In addition, to monitor student progress towards the objective, end of the grading period assessment results will be analyzed.

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

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

GOAL 5 STATEMENT:

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

Needs Assessment

A review of the Title I Monthly Reports for the 2004-2005 school year indicates there were a total of 67 parent workshops targeted to specific grade levels. Nineteen of those workshops serviced the parents of primary students. Forty-eight workshops serviced parents of the third through fifth grade students. The data shows that 28 percent of the parental workshops were targeted to the parents of primary students. In contrast, 72 percent of the workshops were presented to the parents of third through fifth grade students.

Measurable Objective

Given increased attention to parental and community involvement, there will be a five percent increase in the number of school sponsored Pre-K through 2nd grade workshops as evidenced by a comparison of the 2004-2005 attendance rosters to those of 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model schoolwide to ensure parental involvement. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study- analyze data to assess results; and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Maintain a Family Enrichment Center for parents which opens daily from 7:30 a.m. - 6:30 p.m. to provide information and available services and to assist students in academic achievement.	Principal and/or Assistant Principal(s), Family Enrichment Center Coordinator, Community Involvement Specialists.	8/8/2005	5/24/2006
Utilize a parent contract in which at least 90 percent of the parents will commit to work with their children for at least 30 minutes daily to improve achievement in reading, writing, and mathematics.	Family Enrichment Center Coordinator, Community Involvement Specialists.	8/8/2005	5/24/2006
Conduct informational meetings such as Get Acquainted Day and Open House to welcome parents back to the new school year and promote student achievement.	Principal and/or Assistant Principal(s)	10/5/2005	9/14/2005
Conduct at least 21 workshops during the year for parents of students in Pre-K through 2nd grade to show them how to assist their children.	Family Enrichment Center Coordinator	8/8/2005	5/24/2006
Promote evening and community activities for parents at the school such as Reading Night, Parent Resource Fair, and Parent Night to support school and community ties and improve student achievement.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Advertise monthly EESAC meetings to provide parents with information regarding schoolwide activities and resources utilized in promoting student achievement.	EESAC Chairperson	8/8/2005	5/24/2006

Provide monthly FCAT parent workshops in English and Spanish to promote student achievement.	Family Enrichment Center Coordinator	8/8/2005	5/24/2006
Promote M-DCPS Parent Academy through informative parental workshops/meetings.	Family Enrichment Center Coordinator	8/8/2005	5/8/2006

Research-Based Programs

Not Applicable

Professional Development

The professional development aligned with this objective includes the following:

1. National PTA Standards (1. Communicating; 2. Parenting; 3. Student Learning; 4. Volunteering; 5. School Decision Making and Advocacy; 6. Collaborating with Community) to promote meaningful parent and family participation - November 2005.
2. "100 Ways for Parents to be Involved in their Child's Education" – December 2005.
3. M-DCPS Parent Academy – January 2006.

Evaluation

This objective will be evaluated by comparing the numbers of school sponsored Pre-K through second grade workshops and the attendance rosters for the 2005-2006 school year to the number of workshops and attendance rosters for the 2004-2005 school year. The Title I monthly reports will also be utilized to monitor 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Analysis of the school's Referral Actions/Suspension breakdown for all students attending Charles R. Hadley Elementary School from 8/16/04 to 6/01/05 revealed that there were two students excluded from class and one student was given outdoor suspension. In addition, there were 12 students referred to student services for a total of 23 reported incidents. Of these twelve students, four children had multiple referrals. This data indicates that there is a need for intervention strategies for the teachers and counseling for the students and their parents.

Measurable Objective

Given increased attention to discipline, the percentage of indoor/outdoor suspensions will decrease or be maintained within five percent as measured by a comparison of incidents from 2004-2005 to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model school wide to ensure discipline and safety. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study-analyze data to access results; and (4) Act-incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Review Student Code of Conduct with students as part of the opening of school procedures.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Utilize a parent contract in which the students and their parents will verify that they are familiar with the Student Code of Conduct.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Implement M-DCPS Character Education Program.	Counselor(s)	8/8/2005	5/24/2006
Implement Drug Awareness Resistance Education (D.A.R.E.) in the fifth grade.	Police Officer, Fifth Grade Level Chair	8/8/2005	5/24/2006
Implement Florida International University's non-violence program.	Counselors, Teacher liaison	8/8/2005	5/24/2006
Provide individual and/or group counseling to target discipline needs of students.	Counselor(s)	8/8/2005	5/24/2006
Provide referrals to community resources.	Counselor(s)	8/8/2005	5/24/2006
Provide parent training to address discipline needs.	Family Enrichment Center Coordinator	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

The Professional Development aligned with this objective includes the following:

1. Staff development on Child Study Team (CST) conducted by counselor- November 2005
2. Functional Assessment of Behavior (FAB) Training- November 2005

Evaluation

Data from the 2004-2005 and the 2005-2006 Charles R. Hadley Referral Actions/Suspension breakdown will be utilized to evaluate this objective. The number of indoor/outdoor suspensions and referrals will also be utilized to further monitor this objective.

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

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

After conducting an analysis of the 2004 Star School Profile, it is evident that Charles R. Hadley Elementary is performing at or above the county and state-wide averages in 80 percent of the profile categories. In the Technology Administration and Support category, Hadley is in the advanced and target stages in Technology Planning, Instructional Technology Support, and Funding. Hadley is also in the advanced stages in the Educators and Technology categories of Teacher Use of Technology, School Administrators, and Professional Development. In addition, all categories in the Accountability and Community Outreach area are at the advanced and target stages. Further analysis reveals that Hadley is performing above the county and state-wide averages in Learners and Learning categories of Student Use of Technology, 21st Century Learning Tools, and 21st Century Classroom. However, Hadley did not meet the county/state averages in the Student Access to Technology category. This data indicates that more opportunities must be provided for the students to access technology. Furthermore, the number of computers per classroom and internet/networking capabilities needs to be increased. Students must also be trained in the use of M-DCPS Education Portal.

Measurable Objective

Given increased attention to the use of technology, students at Charles R. Hadley Elementary will increase their access to technology as evidenced by a .4 percent increase in the 2005 STAR School Profile Student Access to Technology category.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model schoolwide. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study- analyze data to access results; and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Expand internet and networking accessibility schoolwide.	Micro-Technician, Media Specialist	8/8/2005	5/24/2006
Continue implementation of the Citibank FamilyTech grant in classrooms and train parents in the use of technology.	Citibank teachers, Micro-Technician	8/8/2005	5/24/2006
Provide professional development for teachers to increase proficiency in technology.	Media Specialist	8/8/2005	5/24/2006
Increase the number of computers per classroom.	Principal, Micro-Technician, Media Specialist	8/8/2005	5/24/2006
Implement Waterford, Compass Learning, Riverdeep, A.R., FCAT Explorer and Lexia educational software in the Title I, SABER, and ESOL computer labs.	Media Specialist, Micro-Technician	8/8/2005	5/24/2006
Provide training/workshops for parents and students in the use of M-DCPS Education Portal.	Media Specialist, Family Enrichment Center Coordinator	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin, 2003 Edition; Voyager Passport Program; Early Success; Soar to Success; Lexia Learning System Educational Software; Waterford; and Compass Learning

Professional Development

The professional development aligned with this objective includes the following:

1. Waterford - September, 2005
2. Summer Heat Intel - July, 2005
3. Edusoft Software Training - September, 2005
4. Lexia Software Training - October, 2005
5. Easy-Tech Software Training - September, 2005
6. Pinnacle Gradebook Training - ongoing 2005-2006
7. Destiny Software - ongoing 2005-2006
8. Teachers Choice Online on Demand application - ongoing 2005-2006
9. Riverdeep Software - ongoing 2005-2006
10. FCAT Explorer - ongoing 2005-2006
11. Library Media Services-online databases - ongoing 2005-2006

Evaluation

The results of the 2005 STAR School Profile will be used to evaluate this objective.

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

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

GOAL 8 STATEMENT:

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

Needs Assessment

After conducting an analysis of the M-DCPS Physical Fitness Testing Report, it was determined that 81 percent of the fourth and fifth grade students achieved a Gold or Silver rating on the Fitness Gram. Of all the fourth and fifth grade students tested, 49 percent achieved a Gold rating after passing 6 out of 6 fitness tests and 32 percent achieved a Silver rating after passing 5 out of 6 fitness tests, which comprises 81 percent of the award winners. After analyzing the test scores and results, it was determined that the areas that need improvement are the pushups, sit and reach, and the one-mile run.

Measurable Objective

Given instruction based on the mandated M-DCPS Physical Fitness Gram Standards, students in fourth and fifth grade will improve their fitness level as evidenced by 86 percent of the students achieving a Gold or Silver rating on the 2006 administration of the Fitness Gram.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model schoolwide. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study- analyze data to access results; and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Implement the following exercises to assist with Fitness Gram test areas for improvement: pushups, sit and reach, and the one-mile run.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Increase number of activities per week involving Fitness Gram test simulation from 1 to 2 days per week.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Increase number of days from 2 to 3 days per week for the one-mile run.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Implement fitness test practice sessions.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

The professional development aligned with this objective includes the following:

1. Fitness Gram and Fitness Activities Workshop – December 7, 2005
2. Manipulative Activities Workshop – January 18, 2006
3. Fitness Walking Workshop – February 8, 2006
4. Problem Solving Games Workshop – April 5, 2006

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

A review of the number of students participating in community art exhibits during 2004-2005 revealed that 5 percent of the students allocated to receive art education participated in community art exhibits. Students work was submitted to three exhibitions during the 2004-2005 school year. In order to increase participation and exposure, artwork will be submitted to at least four exhibitions in the 2005-2006 school year. In addition, students will be given additional extracurricular opportunities for exposure to fine art. The school will create an art club and will increase opportunities for school wide art exhibitions.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades two through five will increase their participation in community art exhibits from five percent to ten percent as evidenced by a comparison of the 2004-2005 art exhibit entry applications to those of 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model school wide. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study- analyze data to access results; and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Implement an uninterrupted weekly 60 minute block in art in grades two through five.	Principal and/or Assistant Principal(s), Art teacher(s)	8/8/2005	5/24/2006
Create an "Art Club" to provide additional exposure to the fine arts.	Art teacher(s)	8/8/2005	5/24/2006
Conduct two school wide art exhibits during Reading Night and Spaghetti Dinner Night.	Principal and/or Assistant Principal(s), Art teacher(s)	8/8/2005	5/24/2006
Participate in a minimum of four community art exhibits.	Art teacher(s)	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

The professional development aligned with this objective includes the following:

1. Florida Art Education Association Annual Conference - October, 2005
2. Painter Elements Workshop - October, 2005

Evaluation

Students in grades two through five will increase their exposure to art as evidenced by a 10 percent increase in the number of students participating in community art exhibits. Art club student rosters and student entry applications for exhibitions will be used to monitor this objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that Charles R. Hadley Elementary School ranked at the 57th percentile of the 2003 State of Florida ROI index.

Measurable Objective

Charles R. Hadley Elementary School will improve its ranking on the State of Florida ROI index publication from the 57th percentile in 2003 to the 62nd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model schoolwide. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline; (2) Do- implement the plan; (3) Study- analyze data to access results; and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Principal and/or Assistant Principal(s)	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities and partnering with community agencies.	Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

The professional development aligned with this objective includes the following:

1. Budget Conference – August, 2005 and September, 2005
2. Monthly Regional III Principals' Meetings
3. Monthly Feeder Pattern Meetings
4. Participate in the Money Matters for Regional III as needed

Evaluation

On the next State of Florida ROI index publication, Charles R. Hadley Elementary School will show progress toward reaching the 62nd 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 school budget was reviewed at monthly EESAC meetings. Members discussed school needs in order to prioritize expenditures.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

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:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent