

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 2341 - Joe Hall Elementary School

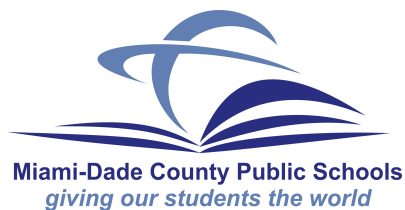
*FeederPattern:* G. Holmes Braddock Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Fred Albion

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

---

## *Joe Hall Elementary School*

---

We can talk or dream about the glorious schools of the future or we can create them.

-Marilyn Ferguson

Joe Hall Elementary is "a great place to be!" Located in a primarily middle-class area in Miami-Dade County, Florida, Joe Hall Elementary puts students first and creates a learning environment which nurtures and motivates its students to reach their highest potential. School administrators, staff, parents, and the community are involved in developing and adapting curriculum programs to maximize students' potential and prepare them for the future.

Joe Hall Elementary continues to strive in offering its students the best possible education. Therefore, the Continuous Improvement Model and Plan Do Study Act cycle are implemented to ensure optimal learning for the students and to maximize results in all facets of the educational process. In light of the data from the Accountability Systemwide Performance District survey, Florida Comprehensive Achievement Test (FCAT) results, and last year's School Improvement Plan results, Joe Hall Elementary's staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), have identified the following objectives as schoolwide priorities for the 2005-2006 school year.

Given instruction in the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by increasing the percentage of students meeting high standards by two percentage points to 86% on the 2006 FCAT Reading Test.

Given instruction in the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by maintaining or increasing the percentage of students meeting high standards to 83% on the 2006 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards, students in grades four will improve their writing skills as evidenced by 88% of students meeting high standards on the 2006 administration of the FCAT Writing+ Test.

Given instruction using Sunshine State Standards, fifth grade students will improve their science skills as evidenced by an increase of five points on the mean scale score to 298 on the 2006 FCAT Science Test.

Home-School partnerships will be enhanced as demonstrated by a 10% increase in the number of volunteer hours from 2406 during the 2004-2005 school year to 2647 during the 2005-2006 school year as evidenced by the school's volunteer log.

Given an emphasis on a safe and orderly environment, membership in the school's Safety Patrol Program will increase by 50% during the 2005-2006 school year as compared to the 2004-2005 school year.

Given District training and accessibility, 100% of teachers in grades one through five will utilize the electronic gradebook by the end of the 2005-2006 school year.

After being tested on the six fitness objectives of the FITNESSGRAM, 65% of the students will earn a Gold or Silver Award.

Joe Hall Elementary will increase participation of students in the Academic Excellence Program by 10% in the 2005-2006 school year when compared to the previous year.

Joe Hall Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2003 to the 42nd percentile on the next publication of the index.

Quarterly monitoring of the School Improvement Plan will ensure implementation of the strategies to meet the goals and objectives as set forth by all stakeholders of the school.

Joe Hall Elementary will primarily focus on building better partnerships between home and school. With the decrease of volunteerism at the school, as evidenced through volunteer logs, the EESAC has taken the initiative to assertively implement a schoolwide active volunteer recruitment of parents through the Very Important Parent (V.I.P.) program.

In addition, the school will focus on building vocabulary in third grade to improve reading scores in the Words/Phrases strand. This will, in turn, greatly impact the Main Idea/Purpose strand which also needs improvement. The data reflects a progressive decrease in the percent averages of students' scores in each of these strands in the 2005 administration of the FCAT as compared to the 2004 administration. Through the Word-of-the-Day initiative, the use of student task cards and a stronger emphasis on the Accelerated Reader program, third grade students at Joe Hall Elementary will improve their percent averages on each of these strands in the 2006 administration of the FCAT.

The goals and objectives in this School Improvement Plan were written with the intent of raising standards and student achievement through the alignment of National, State and District goals. Joe Hall Elementary is and will be a "glorious school of the future."

# 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.

## **Joe Hall Elementary School**

### VISION

Joe Hall Elementary enriches its students by providing the best possible programs of academics, activities, and guidance. The school also instills the culture and underlying values of the nation.

### MISSION

The mission of the Joe Hall community is to create a dynamic learning environment of the highest quality in which all students will acquire the knowledge, skills, and desire to become lifelong learners and successful participants in the global community.

## CORE VALUES

Joe Hall Elementary holds the following beliefs as the motivation for all endeavors undertaken by the school:

School is a place for learning.

It should be a happy place where we care about and help each other.

School is our place of work.

We come on time every day unless we are ill.

All of us, every day, must try to achieve excellence.

Our school rules must be understood and followed by everyone.

Everyone's suggestions are important and valuable.

We need to listen to each other and share our ideas.

Parents and school personnel are partners in the education of our children.

## *School Demographics*

---

Joe Hall Elementary is located on 6.71 acres in west Miami-Dade County at 1901 SW 134th Avenue. There are three buildings that house eight classrooms and three buildings that house four classrooms. The buildings are accompanied by a media center/administration suite and a large covered patio, used for assemblies. The 19-year-old school has Internet access and closed circuit television in every classroom and in the media center. The school has over 150 computers to enable most classrooms to have two to five computer stations. Joe Hall Elementary School's enrollment is currently 812. Ninety-two percent of the students are Hispanic, five percent are White, one percent is Black, two percent are Other, and 41% percent are on free or reduced priced lunch. Sixty percent of students received gold and silver awards on the FITNESSGRAM for the 2004-2005 school year, indicating a high level of physical fitness among students. Our Exceptional Student Education (ESE) program includes seven Special Education classes; six self-contained classes for students with autism and one pre-kindergarten self-contained class for students with autism. In addition, there are six resource classes; four for students with varying exceptionalities and two for gifted. All four of the varying exceptionalities teachers also participate in a co-teaching model in grades two through five. School administrators, staff, parents and the community are involved in developing and adapting curriculum programs to provide incentives geared toward preparing the students for the future. Joe Hall Elementary has a total of 94 full-time staff members and 22 part-time staff. Of this group two are administrators, 52 are classroom teachers, two are speech pathologists, one is a guidance counselor, one is a program specialist, 20 are full-time paraprofessionals, seven are clerical staff, six are custodial staff, one cafeteria manager and two other school support personnel. Over one-half of the full time teachers have advanced academic degrees. All will be highly qualified by the end of the 2005-2006 school year through subject area testing criteria or requirements of the HOUSSE Plan. Pre-kindergarten through fifth grade students receive high quality educational services based on standards and procedures set forth in the Sunshine State Standards, Miami-Dade County Public Schools (M-DCPS), Competency-Based Curriculum (CBC), and the Comprehensive Research-Based Reading Plan and Mathematics Program in traditional classroom settings. Students in Special Education and English for Speakers of Other Languages (ESOL) classes are served using inclusionary, resource and self-contained delivery models. Joe Hall Elementary school staff enjoys a collaborative system of leadership that includes representatives from all stakeholders on its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). Teachers and staff serve in various committees that address the school's academic, social climate, staff development and technology needs. Discussions that take place from these committees are presented to the EESAC and decisions are made for the benefit of all stakeholders. There are 86 students who have been retained one time in grades K-5 with 30 retained last year. Among those thirty, seven transferred into our school this year. Finances and facilities are well managed as evidenced by no exceptions on the property and financial audits. There were no serious student or staff incidents during the 2004-2005 school year. Joe Hall Elementary school staff enjoys a collaborative system of leadership that includes representatives from all stakeholders on its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). Teachers and staff serve in various committees that address the school's academic, social climate, staff development and technology needs. Discussions that take place from these committees are presented to the EESAC and decisions are made for the benefit of all stakeholders.

# *School Foundation*

---

## ***Leadership:***

Results of the Organizational Performance Improvement Snapshot indicate an average score of 4.2 on the leadership category with a range between 3.8 and 4.5. The lowest scoring item was "My organization asks me what I think." This item will be addressed in faculty and grade level meetings. The overall category score indicates strong faith in the quality of the mission, values and work environment as reflected in school leadership.

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

Results of the Organizational Performance Improvement Snapshot indicate an average score of 3.8 on the Strategic Planning category with a range of 3.7 to 4.0. Low variability shows consistency among scores. The lowest scoring item was "As it plans for the future, my organization asks for my ideas." This suggests a need for staff input into long range planning. Library media services are an excellent area to address this issue, with the use of the library advisory committee.

## ***Stakeholder Engagement:***

Stakeholder Engagement is not directly assessed by the Organizational Performance Improvement Snapshot, however monthly EESAC meetings are used to engage the input of all the major stakeholders in the school; teachers, parents, students and business community representatives.

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

Results of the Organizational Performance Improvement Snapshot indicate an average score of 4.1 for the category of Human Resource focus which measures the attitudes faculty and staff have about the safety of the workplace, caring and encouragement provided by supervisors, and recognition of work effort. Scores in these areas ranged between 3.8 and 4.5 and generally reflected positive attitudes that faculty and staff have about their work setting and job performance.

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

Results of the Organizational Performance Improvement Snapshot for Process Management indicate an average score of 4.1 with a range between 3.9 and 4.3. The highest scores were evident in staff understanding the processes for completing work and self-control over them. Some staff indicated a need for additional resources to do their best work. This will be addressed in equitable sharing of financial resources by periodic disclosure of available balances in specific educational programs.

## ***Education Design:***

Education Design is addressed through the 8 step Continuous Improvement Model and the Plan Do Study Act cycle. Staff has been trained in these areas and are required to produce instructional focus calendars in the major subject areas.

## ***Performance Results:***

Joe Hall Elementary is an "A" school that met Adequate Yearly Progress criteria for the 2004-2005 school year. Performance results are an integral part of the planning process. Student results are used for Academic Improvement Plans, Individual Education Plans, gifted Education Plans and for targeting remediation for FCAT Level 1 and 2 students.



## 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 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 1 STATEMENT:**

Based on a five-year trend analysis, Joe Hall Elementary will improve the percent of students reading at or above grade level on the 2006 Florida Comprehensive Assessment Test (FCAT).

**Needs Assessment**

Accelerated Reader reports indicate that the amount of time spent reading by students in grades 1-5 decreased as demonstrated by the number of points earned during the fourth grading period during the 2004-2005 school year.

According to the Annual Library Media Center Statistics and Inventory report, there were approximately 50% fewer books circulated in the fourth nine week period as compared to the third nine week period during the 2004-2005 school year.

The needs are identified in that:

27% of students in Grade 3 scored Level 1 or 2 in Reading on the 2004-2005 administration of FCAT Reading.

21% of students in Grade 4 scored Level 1 or 2 in Reading on the 2004-2005 administration of FCAT Reading.

28% of students in Grade 5 scored Level 1 or 2 in Reading on the 2004-2005 administration of FCAT Reading.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction in the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by increasing the percentage of students meeting high standards by two percentage points to 86% on the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize District and State online and computer-based resources such as Riverdeep, FCAT Explorer, LeapFrog, Lexia and the Classroom Performance System (CPS).	Classroom Teacher Media Specialist	8/8/2005	5/26/2006
Implement the Comprehensive Research-Based Reading Plan using the Houghton-Mifflin five day instructional model.	Reading Coach Classroom Teacher	8/8/2005	5/26/2006
Provide remediation for Levels 1 and 2 students to include the No Child Left Behind (NCLB) identified subgroups through a before, during and after school tutoring program.	Principal Assistant Principal Classroom Teacher Tutors	8/8/2005	5/26/2006
Implement the Accelerated Reader program in grades one through five, including students in the Special Education program.	Florida Literacy and Reading Excellence (FLaRE) Council Members Classroom Teacher	8/8/2005	5/26/2006
Increase parental involvement by implementing a family reading night at Joe Hall Elementary (i.e. pajama night) to promote literacy and help develop a love for reading for both students and parents.	Reading Coach Media Specialist	8/8/2005	5/26/2006
Increase parental involvement by implementing a family reading night at Joe Hall Elementary (i.e. pajama night) to promote literacy and help develop a love for reading for both students and parents.	Reading Coach Media Specialist	8/8/2005	5/26/2006
Complete an Academic Improvement Plan for retained students, low performing students, FCAT Levels 1 and 2 students and students scoring below the 25th percentile on the SAT-10 while implementing the Continuous Improvement Model to ensure progress and success of the strategies implemented.	Assistant Principal Reading Coach Classroom Teacher	8/8/2005	5/26/2006
Implement professional development and schoolwide literacy strategies such as CRISS and provide information/training for home-learning to parents as recommended by the FLaRE Council.	Principal Assistant Principal FLaRE Council Members Media Specialist	8/8/2005	5/26/2006

## **Research-Based Programs**

Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and supplemental materials and strategies that connect to the five essential elements of reading. These include Early Success, Soar to Success, QuickReads and Voyager Passport. In addition, Joe Hall will continue to utilize the Accelerated Reader (AR) program to motivate independent reading.

## **Professional Development**

Selected teachers will attend CRISS, Best Practices, and Kagan Training as indicated on their Professional Development Plans (PDP). In-house training will also be available for teachers not trained in the use and implementation of the Accelerated Reader program.

## **Evaluation**

The objectives will be evaluated by the percentage of students reading at or above grade level on the 2006 FCAT Reading Test. Results will be compared by a mean trend analysis of the data from the previous five years.

## 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 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 2 STATEMENT:**

Joe Hall Elementary will improve the percent of students scoring at or above grade level in mathematics on the Florida Comprehensive Assessment Test (FCAT).

**Needs Assessment**

There is a need for students in grades 4 to place a greater emphasis on the Number Sense strand of the FCAT based on the decline in percent correct scores on the 2005 administration.

The needs are identified in that:

15% of students in Grade 3 scored Level 1 or 2 in Mathematics on the 2004-2005 administration of FCAT.

21% of students in Grade 4 scored Level 1 or 2 in Mathematics on the 2004-2005 administration of FCAT.

35% of students in Grade 5 scored Level 1 or 2 in Mathematics on the 2004-2005 administration of FCAT.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction in the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by maintaining or increasing the percentage of students meeting high standards to 83% on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate timed, practice test-taking in mathematics in preparation for FCAT using research-based programs that emphasize critical thinking and problem-solving.	Curriculum Support Specialist Classroom Teacher	8/8/2005	5/26/2006
Utilize manipulatives, online and computer-based resources to involve students with hands-on exploration of Mathematics concepts.	Classroom Teacher	8/8/2005	5/26/2006
Implement a schoolwide mathematics family night to promote hands-on activities which can be used by parents to teach real-world problems during home learning.	Assistant Principal Curriculum Support Specialist Classroom Teacher	8/8/2005	5/26/2006
Complete an Academic Improvement Plan for retained students, low performing students, FCAT Levels 1 and 2 students and students scoring below the 25th percentile on the SAT-10.	Principal Assistant Principal Classroom Teacher	8/8/2005	5/26/2006
Use Sunshine State Standards/Grade Level Expectations to follow the District-provided scope and sequence to ensure instruction of benchmarks prior to March 1, 2006.	Principal Assistant Principal Classroom Teacher	8/8/2005	5/01/2006
Provide a before and after school tutoring program in Mathematics to include FCAT Level 1 and 2 students and evaluate biweekly using the Continuous Improvement Model.	Assistant Principal Classroom Teacher Tutors	8/8/2005	5/26/2006
Explore the impact mathematics has on students' daily lives and future careers by applying mathematics to solve real-world problems as evidenced by teachers' lesson plans and student math journals.	Counselor Classroom Teacher	8/8/2005	5/26/2006

## **Research-Based Programs**

Joe Hall Elementary utilizes as its research-based program the Scott Foresman Mathematics Program. Supplemental materials include Riverdeep and FCAT Explorer.

## **Professional Development**

Selected teachers will attend S.M.I.L.E. and other District workshops in mathematics. Teachers are provided with a variety of training opportunities. District inservices attended by teachers are shared with other instructional staff at faculty and/or grade level meetings. In addition, all teachers attend workshops, conferences or other professional meetings as indicated in Professional Development Plans.

## **Evaluation**

This objective will be evaluated by at least 84% of students scoring at or above grade level in mathematics on the 2006 FCAT Mathematics Test. Results will be compared by a mean trend analysis of the data from the previous five years.



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

### **GOAL 3 STATEMENT:**

Joe Hall Elementary students will improve their performance in FCAT Writing+ as evidenced by the percentage of students meeting high standards on the 2006 FCAT Writing+.

### **Needs Assessment**

Results obtained from the 2005 FCAT Writing+ Test indicate that 13% of students in grade four did not meet high standards in writing by scoring lower than a 3.5.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction in the Sunshine State Standards, students in grades four will improve their writing skills as evidenced by 88% of students meeting high standards on the 2006 administration of the FCAT Writing+ Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Celebrate Writing in ways to promote parent involvement to include Writer of the Month recognition ceremonies and a Young Authors' Night.	Principal Assistant Principal Reading Coach Media Specialist Classroom Teacher	8/8/2005	5/26/2006
Administer and holistically score timed, practice writing assessments each month using narrative/expository prompts in grades kindergarten through five to include NCLB identified subgroups.	Assistant Principal Classroom Teacher	8/8/2005	5/26/2006
Incorporate Teach Me Writing, CRISS and other effective writing programs/strategies into the Language Arts program.	Classroom Teacher	8/8/2005	5/26/2006
Use closed-circuit televised morning announcements to enhance writing/language arts skills through word of the day activity.	Media Specialist	8/8/2005	5/26/2006
Write about various careers and incorporate into student writing portfolios in grades kindergarten through five.	Counselor Classroom Teacher	8/8/2005	5/26/2006
Complete an Academic Improvement Plan for any student who scored below a 3.5 on the FCAT Writing+ Test.	Principal Assistant Principal Classroom Teacher	8/8/2005	5/26/2006

### Research-Based Programs

Joe Hall Elementary implements the Houghton Mifflin Reading Core Program which includes Language Arts supplemental materials. Additional supplemental materials include Teach Me Writing, Blast Off Florida Writing, District Florida Writes and FCAT Writing+ materials and State FCAT Writing sample test books.

## **Professional Development**

Selected teachers will attend CRISS, D.R.A.W., Houghton Mifflin Reading and Kagan Training. District inservices attended by teachers are shared with other instructional staff at faculty and/or grade level meetings. In addition, all teachers attend workshops, conferences or other professional meetings as indicated in Professional Development Plans.

## **Evaluation**

This objective will be evaluated by the percentage of students meeting high standards on the 2006 FCAT Writing+ Test when compared to the 2005 administration. In addition, school-wide monthly writing assessments will provide formative assessments to be reviewed quarterly.

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

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

Joe Hall Elementary will improve the mean scale score of students in grade five on the 2006 FCAT Science Test.

### ***Needs Assessment***

Results for the 2005 FCAT Science Test indicate that students in grade five scored a mean scale score of 293, three points below the State's average.

## Measurable Objective

Given instruction using Sunshine State Standards, fifth grade students will improve their science skills as evidenced by an increase of five points on the mean scale score to 298 on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Sunshine State Standards/Grade Level Expectations to follow the District-provided scope and sequence to ensure instruction of benchmarks prior to March 1, 2006.	Principal Assistant Principal Classroom Teacher	8/8/2005	5/26/2006
Use the curriculum map of the Houghton-Mifflin reading core program and media center collections to enhance science instruction.	Assistant Principal Reading Coach Media Specialist Classroom Teachers	8/8/2005	5/26/2006
Provide professional development opportunities to science teachers in grades kindergarten through five that will emphasize hands-on approaches and incorporate the STC Science Kits to science instruction.	Principal Assistant Principal Classroom Teacher	8/8/2005	5/26/2006
Implement a schoolwide science fair with group/individual projects for grades kindergarten through fifth grade.	Science Committee Members Classroom Teacher	8/8/2005	5/26/2006
Complete an Academic Improvement Plan for students identified as low performing in the area of Science as reflected in student grades.	Principal Assistant Principal Classroom Teacher	8/8/2005	5/26/2006
Provide links at the school's website for elementary science resources, careers in science and home learning strategies.	Media Specialist Classroom Teacher	8/8/2005	5/26/2006

### Research-Based Programs

Joe Hall Elementary implements the Harcourt Brace Science Program. Supplemental materials include the STC science kits.

## **Professional Development**

Selected teachers will attend S.M.I.L.E. and other District workshops in science. Teachers are provided with a variety of training opportunities. District inservices attended by teachers are shared with other instructional staff at faculty and/or grade level meetings. In addition, teachers will attend selected workshops as indicated on their Professional Development Plans.

## **Evaluation**

This objective will be evaluated by the results on the 2006 FCAT Science Test. In addition, teacher logs of hands-on experiments, and pre and post test results of the State's Science FCAT Practice Tests 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

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

Joe Hall Elementary will increase parental involvement through volunteer hours during the 2005-2006 school year.

### ***Needs Assessment***

Data collected during the 2004-2005 school year through volunteer logs indicates that there was a decrease of 538 volunteer hours when compared to the previous school year.

## Measurable Objective

Home-School partnerships will be enhanced as demonstrated by a 10% increase in the number of volunteer hours from 2406 during the 2004-2005 school year to 2647 during the 2005-2006 school year as evidenced by the school's volunteer log.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a system in the school where prospective volunteers complete the District-required screening process prior to serving at the school.	EESAC P.T.A. Counselor Classroom Teacher	8/8/2005	5/26/2006
Conduct a P.T.A. membership drive to include incentives for classes meeting 100% membership goals.	P.T.A. Classroom Teachers	8/8/2005	5/26/2006
Inform parents of school policies, procedures, and events by disseminating a parent handbook as well as a monthly parent calendar.	Principal Classroom Teacher	8/8/2005	5/26/2006
Maintain and update a Parent Resource Center in the Main Office that will advise parents of District and School information pertaining to assessment, support agencies, parent workshops and conferences, the School Improvement Plan, Special Education Students, school calendars, and EESAC meeting minutes.	Principal Assistant Principal ESE Program Specialist EESAC Chairperson	8/8/2005	5/26/2006
Initiate a parent volunteer program in cooperation with the Parent Teacher Association (P.T.A.). The Very Important Parent (V.I.P.) initiative will require each parent to pledge a minimum of three hours per school year in an effort to improve home and school partnerships.	Educational Excellence School Advisory Council (EESAC) P.T.A. FLaRE Counselor Classroom Teacher	8/8/2005	5/26/2006
Create a system and database at the school to match District registered volunteers with students at Joe Hall Elementary to identify parents in each homeroom class that can serve as volunteers in their area of expertise and recruit those who are not yet registered.	EESAC members Classroom Teacher	8/8/2005	5/26/2006



## **Research-Based Programs**

National PTA – Three For Me!

## **Professional Development**

Volunteers will be informed of Parent Academy sessions provided by the District through print media, the District's website and the school's parent resource center.

## **Evaluation**

This objective will be evaluated by the number of hours tabulated from the school's volunteer log during the 2005-2006 school year.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Safety patrol membership will be increased to improve campus safety before and after school.

### ***Needs Assessment***

There were only 12 members in the Safety Patrol Program during the 2004-2005 school year. A larger number of students in the program would assist in covering the many areas of the school that need to be monitored for safety reasons before and after school.

## Measurable Objective

Given an emphasis on a safe and orderly environment, membership in the school's Safety Patrol Program will increase by 50% during the 2005-2006 school year as compared to the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a monthly meeting to provide information and review the performance of safety patrol members.	Safety Patrol Coordinator	8/8/2005	5/26/2006
Provide safety tips on morning announcements by safety patrol members.	Safety Patrol Coordinator Media Specialist	8/8/2005	5/26/2006
Monitor and rotate safety patrol posts on a quarterly basis.	Safety Patrol Coordinator	8/8/2005	5/26/2006
Include Safety Patrol Captain as member of the school's safety committee.	Principal Safety Patrol Coordinator Safety Committee Chairperson	8/8/2005	5/26/2006
Conduct an end-of-year field trip to reward safety patrol participation for all members.	Safety Patrol Coordinator	8/8/2005	5/26/2006

### Research-Based Programs

AAA School Safety Patrol program

### Professional Development

Selected teachers will attend workshops provided by the District, specifically the Division of Life Skills as indicated in Professional Development Plans. Inservices attended by teachers are shared with other instructional staff at faculty and/or grade level meetings.

### Evaluation

This objective will be evaluated by the increase in membership of student safety patrols.

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

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

Enhance parent communication in the area of student progress and performance through the use of an electronic gradebook.

### ***Needs Assessment***

Through parent-teacher and/or administrator conferences parents have expressed a need for more frequent and continuous feedback on their child's academic progress in school.

## Measurable Objective

Given District training and accessibility, 100% of teachers in grades one through five will utilize the electronic gradebook by the end of the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training for instructional staff regarding the use of the Electronic Gradebook.	Principal Assistant Principal Curriculum Support Specialist	8/8/2005	5/26/2006
Provide training workshop for parents to access Electronic Gradebook.	Principal Assistant Principal Media Specialist	8/8/2005	5/26/2006
Provide literature to parents throughout the school year encouraging use of Electronic Gradebook.	Principal Assistant Principal Classroom Teacher	8/8/2005	5/26/2006
Provide access to Electronic Gradebook in the Parent Resource Center.	Principal Assistant Principal Program Specialist	8/8/2005	5/26/2006

### Research-Based Programs

National PTA – Three For Me!

### Professional Development

District and school site trainings will take place to ensure instructional staff and the Technical Support Team are prepared for implementation.

### Evaluation

This objective will be evaluated when 100% of teachers use the Electronic Gradebook.

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

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

All Joe Hall Elementary students will increase award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

### ***Needs Assessment***

An assessment of data reveals that 60% of Joe Hall Elementary students received Gold or Silver Awards during the 2004-2005 school year and we recognize the need to increase the percentage of students having a more balanced physical fitness program that emphasizes on cardiovascular, flexibility, muscular strength and endurance for the betterment of all our student population.

## Measurable Objective

After being tested on the six fitness objectives of the FITNESSGRAM, 65% of the students will earn a Gold or Silver Award.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities.	Principal Assistant Principal Physical Education Teachers	8/8/2005	5/26/2006
Develop an Action Plan to meet the goals and objectives emphasizing cardiovascular, flexibility, muscular strength, and endurance.	Physical Education Teachers	8/8/2005	5/26/2006
Monitor the Physical Education program to ensure that teachers select activities specifically related to assessment component items.	Principal Assistant Principal	8/8/2005	5/26/2006
Compare pre and post test data to provide valid measures of student/school improvement.	Principal Assistant Principal Physical Education Teachers	8/8/2005	5/26/2006
Include instruction in Physical Fitness, Perceptual Motor Activities, Movement Education, Games, Sports, Gymnastics, and Dance to ensure a balanced Physical Education curriculum.	Physical Education Teachers	8/8/2005	5/26/2006

### Research-Based Programs

Joe Hall Elementary implements the FITNESSGRAM.

### Professional Development

Physical Education teachers will attend inservices provided by the Life Skills Department as indicated on their Professional Development Plans.

### Evaluation

This objective will be evaluated by the percentage of students earning a Gold or Silver Award on the FITNESSGRAM.

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

### ***GOAL 9 STATEMENT:***

The number of students participating in the Academic Excellence Program (AEP) will increase.

### ***Needs Assessment***

Attendance records for the 2004-2005 school year indicate that only twenty students participated in the Academic Excellence Program. The school recognizes a need for involving more students so that they may benefit from involvement in such program.



## Measurable Objective

Joe Hall Elementary will increase participation of students in the Academic Excellence Program by 10% in the 2005-2006 school year when compared to the previous year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collect and interpret data of fourth and fifth grade students to determine eligibility for the AEP.	Principal Assistant Principal AEP Teacher	8/8/2005	5/26/2006
Promote participation of the program through literature and phone calls to parents of eligible students.	AEP Teacher	8/8/2005	5/26/2006
Record attendance to show evidence of participation in the program.	AEP Teacher	8/8/2005	5/26/2006
Showcase students' products in community exhibits/competitions.	AEP Teacher	8/8/2005	5/26/2006
Promote parent involvement of AEP students in showcasing an end-of-year display of student work products.	Principal Assistant Principal AEP Teacher	8/8/2005	5/26/2006

### Research-Based Programs

Joe Hall Elementary implements the following research based programs in the AEP curriculum: Sunshine State Standards, Competency Based Curriculum, Discover Art.

### Professional Development

AEP teacher will attend inservices provided by the Advanced Academics and Life Skills Department as indicated on their Professional Development Plans.

### Evaluation

This objective will be evaluated by the increase in the number of students participating in the AEP.

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

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

Joe Hall Elementary School will rank in the middle third of all elementary schools in the State in the Return of Investment (ROI) measure.

### ***Needs Assessment***

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003 Joe Hall Elementary School ranked at the 37th percentile on the State of Florida ROI index.

## Measurable Objective

Joe Hall Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2003 to the 42nd 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.	Principal	8/8/2005	5/26/2006
Collaborate with the District on resource allocation.	Principal	8/8/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations or volunteer networks.	Principal Assistant Principal Counselor	8/8/2005	5/26/2006
Consider shared use of facilities partnering with community agencies.	Principal Counselor	8/8/2005	5/26/2006

## Research-Based Programs

The State of Florida ROI index publication

## Professional Development

Administrators will attend workshops and information sessions on ROI.

## Evaluation

On the next State of Florida ROI index publication, Joe Hall Elementary School will show progress toward reaching the 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 recommends allocation of funds to assist kindergarten students by providing a part-time paraprofessional to assist teachers and students in the classroom. Input is sought and everyone participates in the decision-making process towards expenditures of monies allocated specifically to the EESAC.

### ***Training:***

The EESAC recommends staff development and training in the areas of Science and Computer Technology, as well as the Comprehensive Research-based Reading Plan using the Houghton Mifflin Core Reading Program.

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

The EESAC recommends updating computers and instructional software. The EESAC also recommends enhancing the library/media collection to include fiction and non-fiction books related to the themes in the scope and sequence of the Houghton Mifflin Core reading program.

### ***Technology:***

The EESAC recommends that technology continue to be an integral part of all areas of instruction. The EESAC further recommends the continuation and implementation of programs such as Accelerated Reader, FCAT Explorer, Riverdeep and Lexia.

### ***Staffing:***

The EESAC recommends the staffing of teachers for the before and after school tutoring program. In addition, it is the recommendation of the EESAC to hire a part-time paraprofessional to assist in kindergarten classrooms.

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

The EESAC recommends the continuation of character education training for all students and continued developmental counseling on issues such as bullying, harassment, divorce and grief.

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

The EESAC recommends enhancing our Dade Partners program by visiting the community to acquire new partnerships and increase in-kind contributions to our school. The EESAC makes decisions for expenditures of EESAC funds and recommendations for discretionary purchases.

***Benchmarking:***

The EESAC recommends the implementation of the Continuous Improvement Model and the Plan Do Study Act cycle in order to effectively complete all goals and objectives specified in the School Improvement Plan.

***School Safety & Discipline:***

The EESAC recommends quarterly meetings for the school Safety Committee. It also recommends increasing safety patrol membership in an effort to promote a safe learning environment for all parents, students and staff.

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*