
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2341 - Joe Hall Elementary School

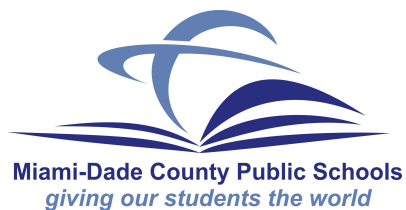
FeederPattern: G. Holmes Braddock Senior

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 former 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 2006-2007 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 one percentage point to 75% on the 2007 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 80% on the 2007 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by 95% of students scoring 3.5 or higher on the 2007 administration of the FCAT Writing+ Test.

Given instruction using Sunshine State Standards, fifth grade students will improve their science skills as evidenced by increasing the percentage of students meeting high standards by four percentage points to 61% on the 2007 FCAT Science Test.

Home-School partnerships will be enhanced as demonstrated by an increase in the number of volunteer hours to 2107 during the 2006-2007 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 10% during the 2006-2007 school year to 33 members.

Given District training and accessibility, 100% of teachers in grades one through five will utilize the electronic gradebook by the end of the 2006-2007 school year.

Given instruction using the Sunshine State Standards for Physical Education, 75% of the students in grades four and five will earn a Gold or Silver Award on the 2007 FITNESSGRAM Test.

Joe Hall Elementary will increase participation of students completing the Academic Excellence Program (AEP) by 10% to 20 in the 2006-2007 school year.

Joe Hall Elementary School will improve its ranking on the State of Florida ROI index publication from the 62nd percentile in 2004 to the 65th 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 a slight increase of volunteerism at the school, as evidenced through volunteer logs, the EESAC will continue implementing a schoolwide active volunteer recruitment of parents through the Very Important Parent (V.I.P.) program for the second consecutive year.

In addition, the school will focus on using task cards to compare and contrast texts, and similarities and differences within various texts in third grade to improve reading scores in the Comparisons strand. This will, in turn, greatly impact the Main Idea/Purpose strand which also needs improvement. The data reflects a decrease in the percent averages of students' scores in two of these strands, and an increase in the other two strands, in the 2006 administration of the FCAT as compared to the 2005 administration. Through the use of graphic organizers and reciprocal teaching strategies, 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 2007 administration of the FCAT.

Scores on the OPIS Report from the Office of Accountability and Systemwide Performance indicate that Human Resource Focus and Strategic Planning are areas in need of improvement. Professional development opportunities to help teachers advance in their careers, and budget/school finance training will occur at a faculty meeting to address the weakest criteria items within these categories.

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 20-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 four computer stations. Joe Hall Elementary School's enrollment is currently 778. Ninety-three percent of the students are Hispanic, four percent are White, one percent is Black, two percent are Other, and 31% percent are on free or reduced priced lunch. Sixty-seven percent of students received gold and silver awards on the FITNESSGRAM for the 2006-2007 school year, indicating a high level of physical fitness among students. Our Exceptional Student Education (ESE) program includes four self-contained classes for students with autism and 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 20 part-time staff. Ninety percent of the teachers are female and 10% are male; 73% are Hispanic, 18% are white (non-hispanic) and eight percent are Black. Of the entire staff, two are administrators, 60 are classroom teachers, two are speech pathologists, one is a guidance counselor, one is a program specialist, seven are full-time paraprofessionals, nine are clerical staff, seven are custodial staff, one cafeteria manager and four other school support personnel. Over one-half of the full time teachers have advanced academic degrees. All are highly qualified through requirements of the HOUSSSE Plan or subject area testing. Two teachers are National Board Certified and one is in the process of becoming National Board Certified. 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 84 students who have been retained one time in grades K-5 with 19 retained last year. Among those nineteen, two 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 2005-2006 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 2005-2006 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

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 2007 Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

The needs are identified in that:

74% of students in grades 3-5 scored at Level 3 or higher in Reading on the 2005-2006 administration of FCAT Reading.

73% of students in Grade 3 scored at Level 3 or higher in Reading on the 2005-2006 administration of FCAT Reading.

77% of students in Grade 4 scored at Level 3 or higher in Reading on the 2005-2006 administration of FCAT Reading.

70% of students in Grade 5 scored at Level 3 or higher in Reading on the 2005-2006 administration of FCAT Reading.

The percentage of students scoring Level 1 or 2 increased in grades four and five during the 2005-2006 administration of FCAT Reading, when compared to the 2004-2005 administration of FCAT.

Further analysis of the data shows that:

In grade 3, the lowest cluster mean score was in Comparisons at 58%.

In grade 4, the lowest cluster mean score was also in Comparisons at 65%.

In grade 5, the lowest cluster mean score was in Words/Phrases at 57%.

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 2005-2006 school year.

According to the Annual Library Media Center Statistics and Inventory report, there were approximately 12,298 fewer books circulated in the 2005-2006 school year as compared to the total books circulated during the 2004-2005 school year.

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 one percentage point to 75% on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Comprehensive Research-Based Reading Plan using the Houghton-Mifflin five day instructional model. This will address weaknesses in Comparisons and Words/Phrases.	Reading Coach Classroom Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide remediation for retained students, FCAT Levels 1 and 2 students to include the No Child Left Behind (NCLB) identified subgroups, and students scoring below the 45th percentile on the SAT-10 through a before, during and after school tutoring program.	Principal Assistant Principal Classroom Teacher Tutors	8/14/2006	5/30/2007	Continuous Improvement Model	\$22131.82
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, with special emphasis on maintaining Level 3 or higher.	Principal Assistant Principal FLaRE Council Members Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 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 2007 FCAT Reading Test. Progress monitoring through the STARS program and interim assessments will evaluate the progress of students in the before and after school tutoring program.

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 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 3, 4 and 5 to improve on the Number Sense strand of the FCAT as students consistently score lowest in this area.

The needs are identified in that:

79% of students in grades 3-5 scored at Levels 3 and above in Mathematics on the 2005-2006 administration of FCAT.

82% of students in Grade 3 scored at Levels 3 and above in Mathematics on the 2005-2006 administration of FCAT.

89% of students in Grade 4 scored at Levels 3 and above in Mathematics on the 2005-2006 administration of FCAT.

63% of students in Grade 5 scored at Levels 3 and above in Mathematics on the 2005-2006 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 80% on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use Sunshine State Standards/Grade Level Expectations to follow the District-provided scope and sequence to ensure instruction of benchmarks prior to March 1, 2007.	Principal Assistant Principal Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct 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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a before and after school tutoring program in Mathematics to include FCAT Level 1 and 2 students and students scoring below the 45th percentile on the SAT-10. Evaluate biweekly using the Continuous Improvement Model.	Assistant Principal Classroom Teacher Tutors	8/14/2006	5/30/2007	District Strategic Plan	\$22131.82
Utilize manipulatives, online and computer-based resources such as Riverdeep and FCAT Explorer to involve students with hands-on exploration of Mathematics concepts, SMILE strategies, to improve Number Sense.	Classroom Teacher	8/14/2006	5/30/2007	Communities of Practice	\$0.00

Research-Based Programs

Joe Hall Elementary utilizes as its research-based program the Scott Foresman Mathematics Program.

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, in-house training by the Mathematics leader will be conducted in the use of Riverdeep and FCAT Explorer.

Evaluation

This objective will be evaluated by at least 80% of students scoring at or above grade level in mathematics on the 2007 FCAT Mathematics Test. Success in the before and after school tutoring program will be measured by progress monitoring assessment of the STAMS program and interim assessments.

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

District Strategic Plan

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

GOAL 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 2007 FCAT Writing+.

Needs Assessment

Results obtained from the 2006 FCAT Writing+ Test indicate that 94% of students in grade four met high standards in writing by scoring at or above 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 grade four will maintain or improve their writing skills as evidenced by 95% of students scoring 3.5 or higher on the 2007 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate Teach Me Writing, CRISS and other effective writing programs/strategies into the Language Arts program.	Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use closed-circuit televised morning announcements to enhance writing/language arts skills through word of the day activity.	Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Write about various careers and incorporate into student writing portfolios in grades kindergarten through five.	Counselor Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer and holistically score timed, practice writing assessments each month using narrative/expository prompts in grades kindergarten through five to include NCLB identified subgroups. District pre and post tests will be administered in September and May.	Assistant Principal Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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, FCAT Writing+ materials and State FCAT Writing sample test books.

Professional Development

Selected teachers will attend CRISS and Houghton Mifflin Reading 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 2007 FCAT Writing+ Test when compared to the 2006 administration. In addition, school-wide monthly writing assessments will provide formative assessments to be reviewed quarterly. In addition, District pre and post tests will provide baseline and summative data.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Joe Hall Elementary will improve the percentage of students scoring at Levels 3 or above in grade five on the 2007 FCAT Science Test.

Needs Assessment

Results for the 2006 FCAT Science Test indicate that only 46% of students in grade five met high standards.

There is a need for students in grade 5 to improve on the Earth and Space Sciences strand of the FCAT as students scored lowest in this area.

Measurable Objective

Given instruction using Sunshine State Standards, fifth grade students will improve their science skills as evidenced by increasing the percentage of students meeting high standards by four percentage points to 61% on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a schoolwide science fair with group/individual projects for grades kindergarten through fifth grade.	Science Committee Members Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide links at the school's website for elementary science resources, careers in science and home learning strategies.	Media Specialist Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use Sunshine State Standards/Grade Level Expectations to follow the District-provided scope and sequence to ensure instruction of benchmarks prior to March 1, 2007.	Principal Assistant Principal Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use the curriculum map of the Houghton-Mifflin reading core program and media center collections to enhance science instruction, especially in the area of earth and space sciences.	Assistant Principal Reading Coach Media Specialist Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development opportunities to science teachers in grades kindergarten through five through school, Region and/or District staff that will emphasize hands-on approaches, such as S.M.I.L.E. strategies and incorporate the STC Science Kits to science instruction.	Principal Assistant Principal Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Joe Hall Elementary implements the Harcourt Brace Science Program.

Professional Development

Selected teachers will attend S.M.I.L.E. and other District workshops in science. District inservices attended by teachers are shared with other instructional staff at faculty and/or grade level meetings. School, Region, and District staff will be used to provide training on the K-12 Science Plan and hands-on science inquiry training.

Evaluation

This objective will be evaluated by the results on the 2007 FCAT Science Test. In addition, teacher logs of hands-on experiments, and District interim assessments 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.)

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<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

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<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 2006-2007 school year.

Needs Assessment

Data collected during the 2005-2006 school year through volunteer logs indicates that there were only 1915 volunteer hours recorded. With 803 students, this averaged out to 2.3 volunteer hours per student.

Measurable Objective

Home-School partnerships will be enhanced as demonstrated by an increase in the number of volunteer hours to 2107 during the 2006-2007 school year as evidenced by the school's volunteer log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a system in the school where prospective volunteers complete the District-required screening process prior to serving at the school (IV).	EESAC P.T.A. Counselor Classroom Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct a P.T.A. membership drive to include incentives for classes meeting 100% membership goals (IV).	P.T.A. Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Inform parents of school policies, procedures, and events by disseminating a parent handbook as well as a monthly parent calendar (I).	Principal Classroom Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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 (II).	Principal Assistant Principal ESE Program Specialist EESAC Chairperson	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Continue implementing a parent volunteer program in cooperation with the Parent Teacher Association (P.T.A.). The Very Important Parent (V.I.P.) initiative requires each parent to pledge a minimum of three hours per school year in an effort to improve home and school partnerships (IV).	Educational Excellence School Advisory Council (EESAC) P.T.A. FLaRE Counselor Classroom Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Update and maintain the V.I.P. 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 (III).	EESAC members Classroom Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct parenting and student learning workshops through The Parent Academy in	Assistant Principal Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00

an effort to collaborate with the community to strengthen the school, families, and student learning (VI).	Media Specialist				
Conduct monthly EESAC meeting to involve all stakeholders, including parents and business/community representatives in the decisions that affect children and families of the community(V & VI).	Principal EESAC Chairperson	8/14/2006	5/30/2007	Community Partnerships	\$7900.00

Research-Based Programs

National PTA standards are after each strategy.

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 2006-2007 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

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<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 30 members in the Safety Patrol Program during the 2005-2006 school year. Due to the mandatory class-size reduction and a larger number of classrooms in the lower grade levels, there is a greater need for supervision in the morning. 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 10% during the 2006-2007 school year to 33 members.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a monthly meeting to provide information and review the performance of safety patrol members.	Safety Patrol Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide safety tips on morning announcements by safety patrol members.	Safety Patrol Coordinator Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor and rotate safety patrol posts on a quarterly basis.	Safety Patrol Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Include Safety Patrol Captain as member of the school's safety committee.	Principal Safety Patrol Coordinator Safety Committee Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct an end-of-year field trip to reward safety patrol participation for all members.	Safety Patrol Coordinator	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

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 through attendance logs.

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"/>

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

GOAL 7 STATEMENT:

Teachers at Joe Hall Elementary will utilize the electronic gradebook by the end of the 2006-2007 school year.

Needs Assessment

Due to lack of training and lack of system requirements, 0% of teachers have been trained in the use of the electronic gradebook.

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 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training for instructional staff regarding the use of the Electronic Gradebook.	Principal Assistant Principal Curriculum Support Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Electronic Gradebook to produce Interim Progress Reports and Quarterly Report Cards.	Principal Assistant Principal Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

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 to produce Interim Progress Reports and quarterly Report Cards.

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

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<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 67% of students in grades four and five received Gold or Silver FITNESSGRAM Awards during the 2005-2006 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

Given instruction using the Sunshine State Standards for Physical Education, 75% of the students in grades four and five will earn a Gold or Silver Award on the 2007 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities.	Principal Assistant Principal Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop an Action Plan to meet the goals and objectives emphasizing cardiovascular, flexibility, muscular strength, and endurance.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the Physical Education program to ensure that teachers select activities specifically related to assessment component items.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Compare pre and post test data to provide valid measures of student/school improvement.	Principal Assistant Principal Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 2007 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"/>

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

GOAL 9 STATEMENT:

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

Needs Assessment

Attendance records for the 2005-2006 school year indicate that although twenty-five students initially participated in the Academic Excellence Art Appreciation Program, only eighteen completed the 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 completing the Academic Excellence Program (AEP) by 10% to 20 in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collect and interpret data of fourth and fifth grade students to determine eligibility for the AEP.	Principal Assistant Principal AEP Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote participation of the program through literature and phone calls to parents of eligible students.	AEP Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Record attendance to show evidence of participation in the program.	AEP Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Showcase students' products in community exhibits/competitions.	AEP Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote parent involvement of AEP students in showcasing an end-of-year display of student work products.	Principal Assistant Principal AEP Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate strategies acquired through the Art Appreciation workshop given by the department of Advanced Academics and Life Skills, and implement such strategies in the program, with an emphasis on utilizing critical and creative thinking strategies to maintain or improve the number of students scoring at or above Level 3.	AEP Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 completing the AEP portfolios.

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

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<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 (65th percentile) 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 2004 Joe Hall Elementary School ranked at the 62nd 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 62nd percentile in 2004 to the 65th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations or volunteer networks.	Principal Assistant Principal Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities partnering with community agencies.	Principal Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 continuation of professional development in the use of the Comprehensive Research-based Reading Plan, using the Houghton Mifflin Core Reading Program.

Instructional Materials:

The EESAC recommends updating computers and instructional software, as well technology supplies such as ink cartridges, toner and other related materials. 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$22,131.82
Goal 2: Mathematics	\$22,131.82
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$7,900.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$52,163.64

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