

**FLORIDA DIFFERENTIATED ACCOUNTABILITY  
PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT PLAN**

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**School Name: JOE HALL ELEMENTARY SCHOOL**

**District Name: Dade**

**Principal: Cathay Abreu**

**SAC Chair: Nicole Canavan**

**Superintendent: Alberto M. Carvalho**

**Date of School Board Approval: Pending Board  
Approval**

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**Dr. Eric J. Smith, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Frances Haithcock, Chancellor**  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

### VISION

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

#### Excellence...

School is our place of work and learning. We come to school on time every day. We strive to do our best in all that we do.

#### Perseverance...

All of us try to achieve excellence - every day. Our school rules are understood and followed by everyone.

#### Citizenship...

Our school is a happy place where we care about and help each other. Our school community works together as a team. We are partners in education.

#### Respect...

We honor all stakeholders suggestions and ideas, all are important and valuable. We listen to each other and share ideas.

## SCHOOL PROFILE DEMOGRAPHICS

### SCHOOL FACILITY

Joe Hall Elementary School opened its doors to students in 1986. It 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 building that house four classrooms. The building are accompanied by a media center / administration suite and a large covered patio used for assemblies. The school is currently updating the public address system with an expected completion date of December 2008.

### SCHOOL COMMUNITY DESCRIPTION

Joe Hall Elementary School is located in a suburban community in the southwestern area of the Miami-Dade County School District. It is adjacent to Tamiami Lakes Park, which is used for educational and recreational purposes.

The ethnic/racial makeup of the student population is 4% White, Non-Hispanic, 1% Black, Non-Hispanic, 93% Hispanic, and 2% Asian, Indian, Multi-Racial which is comparable to the surrounding community. Joe Hall Elementary School's community partners include Office Depot, Ocean Bank, and Papa John's Pizza.

### STUDENT POPULATION

Joe Hall Elementary School's population of students includes standard curriculum students, 31.5% English Language Learners (ELL), 11.4% Gifted students, and 11.3% Special Education (SPED) students. The SPED program population services 0.3% physically impaired, 2.2% speech impaired, 0.4% language impaired, 0.1% hearing impaired, 0.1% emotionally handicapped, 3.6% specific learning disability, and 4.5% autistic. Forty-one percent of the student population receives free/reduced lunch. Thirteen percent of the students are currently performing at FCAT Reading Level 1, 12% at Level 2, and 74% at Levels 3 - 5. Seven percent of the students are currently performing at FCAT Mathematics Level 1, 17% at Level 2, and 78% at Levels 3 - 5.

### TEACHER POPULATION

Joe Hall Elementary School has a total of 87 full-time staff members and 41 part-time staff members. The staff is characterized by 103 Hispanic (80%), 19 White, Non-Hispanic (15%), 5 Black, Non-Hispanic (4%), and 1 Asian, American Indian ((0.7%). Currently, Joe Hall Elementary School has no openings. Joe Hall is committed to selecting highly qualified teachers. Presently, recruitment efforts include ongoing outreach to local, in and out of state colleges and universities as well as alternative methods such as participation in teacher recruitment fairs. The school participates in student teaching programs with local colleges and universities, attends teacher fairs, positively promotes the school in the community and screens potential applicants. To retain our new teachers, we provide support, mentorship, and collegial, collaborative learning opportunities to assist new faculty members in their professional development. Experienced teachers on the faculty are encouraged to seek National Board Certification and become certified in Clinical Supervision and mentorship programs.

### CLASS SIZE AND TEACHER-TO-STUDENT RATIOS

The average class size for general education in PK through 3 is 20.29 and grades 4 through 5 is 22.68. The average class size for Special Education (SPED) in PK through 3 is 9 and grades 4 through 5 is 9.

### ATTENDANCE RATE

Joe Hall Elementary School's attendance rate for the 2007-2008 school year was approximately 95.83% as compared to the district's attendance rate of 95.38% and the state's average for the 2006-2007 school year 94.14%.

Based on demographic data from the 2006-2007 school year, the average staff attendance rate was 95.5%.

#### PROMOTION AND RETENTION RATES

Based on data from the 2006-2007 school year, Joe Hall Elementary School has a retention rate of 3.5% as compared to the district's retention rate of 5.7%.

#### FEEDER PATTERN

Joe Hall Elementary School is in the G. Holmes Braddock Senior High Feeder Pattern which includes three middle schools and seven other elementary school. Joe Hall Elementary School students transition into 6th grade at either at W.R. Thomas Middle School, an A+ school or Zelda Glacer Middle School, which opened this school year (2008-2009), depending on school boundaries.

#### SPECIAL PROGRAMS

Joe Hall Elementary School offers a pull out Gifted Program with a Language Arts focus. The school also offers an Autistic Self-Contained program for students with special needs. Tutorials are offered before and after school by highly qualified teachers. An After School Care Program provides a safe environment while assisting students with home learning, enriching and remedial activities.

#### UNIQUE ASPECTS

Joe Hall Elementary School's strength lies in its writing program as evidenced by 99.9% of our grade 4 students scoring 3.5 and above on the FCAT Writing+ 2008 Assessment. The teachers utilize collaboration as a means for planning and assessing students' work. They also provide an in-service for parents on the writing process.

The Challenge Program (Autistic) at Joe Hall Elementary features small teacher pupil ratio, center based learning, and hands on activities to promote physical development as well cognitive development. The students also are integrated within standard classes for the special areas.

Joe Hall Elementary School's concern lies within the challenge to maintain high academic achievement and having all of our students meet Adequate Yearly Progress (AYP) in all core academic areas.

Currently, Joe Hall Elementary School has not been awarded any grants nor is it identified as a Title I school.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

N/A

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

N/A

## Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

N/A

No Attached Staff List

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: Required for Title I

N/A

### School Wide Improvement Model

Note: Required for Title I

N/A

### NCLB Public School Choice

Note: Required for Title I

N/A

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

### Pre-School Transition

Note: Required for Title I

The Voluntary Pre-Kindergarten Program (VPK) at Joe Hall Elementary School provides students with the opportunity to acquire proficiency in language and emergent reading skills necessary open entering Kindergarten. The classroom teacher utilizes the Houghton Mifflin Literacy Program, Waterford Early Mathematics and Science, and the VPK Education Standards that include Physical Health, Approaches of Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematics and Scientific Thinking, Social Studies and The Arts, and Motor Development in order to facilitate learning and monitor student progress throughout the academic school year. Classroom experiences and school activities expose students to a school environment improving social and emotional development. Students are involved in activities that allow them to participate and contribute in the learning process. Students transitioning from this program have the advantage of a curriculum that prepares them fro academic achievement and school readiness.

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

### Teacher Mentoring

Note: Required for Title I

N/A

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

N/A

SCHOOLS GRADED C OR BELOW

Professional Development

N/A

Disaggregated Data

N/A

Informal and Formal Assessments

N/A

Alternative Instructional Delivery Methods

N/A

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

N/A

Responsibility of Teaching Reading for Every Teacher

N/A

Quality Professional Development for Teachers and Leaders

N/A

Small Learning Communities (SLC)

N/A

Intensive Intervention in Reading and Mathematics

N/A

Parental Access and Support

N/A

## Applied and Integrated Courses

N/A

## Course Choice Based on Student Goals / Interests / Talent

N/A

## Master Schedules Based on Student Needs

N/A

## Academic and Career Planning

N/A

## GOALS

## Goal: Reading

\*Note: Required for Title I  
Scroll down for school data

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- \*Needs Assessment:** All sub-groups met AYP in Reading. Seventy-four percent of our students made learning gains. Furthermore, 61% of our lower 25% made learning gains.
- Our data trends demonstrate that the 2006, 2007, and 2008 FCAT Reading Assessment evidenced 72%, 62%, and 87% of our students scored 3 and above respectively. The proficiency percentage increased from 2007 to 2008 by 15 percentage points.
- A review of the content cluster scores indicates that the greatest need for improvement in Grade 3 is in Words and Phrases as evidenced by 63% of students scoring 3 and above. The greatest need for improvement in Grade 4 is in Comparisons as evidenced by 67% of students scoring 3 and above. The greatest need for improvement in Grade 5 is in Reference and Research as evidenced by 60% of students scoring 3 and above.
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- \*Objective:** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through five will increase by 5 percentage points in the 2009 administration of the FCAT Reading Assessment as compared to the 2008 FCAT Reading Assessment.
- \*Strategies:** Administer monthly assessments as a means of progress monitoring.
- Implement the use of District provided Baseline Benchmark Assessments as benchmark progress monitoring.
- Implement the use of Instructional Focus Calendars to re-align instruction based on Sunshine State Standards and District provided Pacing Guides.
- Analyze Data and use debriefing protocols after every major benchmark assessment.
- Implement the use of custom group reports from Edusoft that monitor the progress of AYP subgroups, Level 1 and Level 2 students and students participating in different tutorials and intervention groups.

Utilize District and State online and computer based resources such as Riverdeep, FCAT Explorer, LeapFrog, Lexia, and Reading Plus.

Utilize the Accelerated Reader Program in grades 1 through 5, including students in SPED program and the English Language Learners (ELL).

Provide remediation for Tier 1, Tier 2, and Tier 3 students to include the No Child Left Behind (NCLB) identified subgroups through a tutoring program.

Follow Comprehensive Research Based Reading Plan (CRRP) to include guided reading groups, differentiated instruction, and read alouds (novels).

**\*Evaluation:**

Formative: DIBELS, Baseline Benchmark Assessment

**\*Evidence-based Program(s):**

Summative: 2009 FCAT Reading Assessment  
 Reading Plus  
 Lexia  
 Core Reading Program  
 Houghton Mifflin Reading  
 Voyager Passport

**\*Professional Development:**

August - FLKRS  
 September - Reading in the content area of Mathematics  
 October - How to effectively use the FCAT Reading Test Item Specifications  
 October - FCAT Task Cards  
 November - Protocols for collaborative and reflective practices.  
 December - Reciprocal Teaching  
 January - Guided Reading Strategies  
 February: Reading Plus and Lexia follow-up training

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Voyager Passport	District	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer	District	\$0.00
Riverdeep Online Software	District	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

**\*Non-Highly Qualified Instructors:** N/A

*End of Reading Goal*

## Goal: Mathematics

\*Note: Required for Title I  
Scroll down for school data

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<b>*Needs Assessment:</b>	<p>The Students with Disabilities (SWD) subgroup did not meet AYP in Mathematics. Seventy-two percent of our students made learning gains. Furthermore, 75% of our lower 25% made learning gains.</p> <p>Our data trends demonstrate that the 2006, 2007, and 2008 FCAT Mathematics Assessment evidenced 82%, 74%, and 88% of our students scored 3 and above respectively. The proficiency percentage increased from 2007 to 2008 by 14 percentage points.</p> <p>A review of the content cluster scores indicates that the greatest need for improvement in Grade 3 is in Algebraic Thinking as evidenced by 67% of students scoring 3 and above. The greatest need for improvement in Grade 4 is in Algebraic Thinking as evidenced by 57% of students scoring 3 and above. The greatest need for improvement in Grade 5 is in Number Sense as evidenced by 60% of students scoring 3 and above.</p>
<b>*Objective:</b>	<p>Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2009 administration of the FCAT Mathematics Assessment as compared to the 2008 administration of the FCAT Mathematics Assessment.</p> <p>Given instruction based on the Sunshine State Standards, SWD will increase their Mathematics skills as evidenced by 68% meeting high standards on the 2009 administration of the FCAT Mathematics Assessment.</p>
<b>*Strategies:</b>	<p>Administer monthly assessments as a means of progress monitoring.</p> <p>Implement the use of District provided Baseline Benchmark Assessments as benchmark progress monitoring.</p> <p>Implement the use of Instructional Focus Calendars to re-align instruction based on Sunshine State Standards and District provided Pacing Guides.</p> <p>Analyze data and use debriefing protocols after every major benchmark assessment.</p> <p>Implement the use of custom group reports from Edusoft that monitor the progress of AYP subgroups, Level 1 and Level 2 students and students participating in different tutorial and intervention groups.</p> <p>Conduct timed practice test taking in Mathematics in preparation for FCAT using research based programs and Reading strategies that emphasize critical thinking, problem solving, and algebraic thinking.</p> <p>Utilize manipulatives, online and computer-based resources such as Riverdeep, FOCUS, and FCAT Explorer to involve students with hands-on exploration of Mathematics concepts, SMILE strategies, to improve Number Sense.</p> <p>Implement "Problem of the Day" daily.</p>
<b>*Evaluation:</b>	<p>Formative: Baseline Benchmark Assessment, school based assessment</p> <p>Summative: 2009 FCAT Mathematics Assessment</p>
<b>*Evidence-based Program(s):</b>	<p>Scott Foresman Mathematics Program</p>
<b>*Professional Development:</b>	<p>August - Differentiated Instruction</p> <p>September - Reading in the content area of Mathematics</p> <p>October - How to effectively use the FCAT Mathematics Test Item Specifications</p> <p>November - Protocols for collaborative and reflective practices.</p> <p>December - Reciprocal Teaching</p> <p>January - CRISS</p>

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer	District	\$0.00
Riverdeep	District	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Edusoft	None (In-house Training)	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

**\* Non-Highly Qualified Instructors:** N/A

*End of Mathematics Goal*

**Goal: Writing**

\* Note: Required for Title I  
Scroll down for school data

**\* Needs Assessment:** All sub-groups met AYP in Writing. Results obtained from the 2008 FCAT Writing+ Assessment indicate that 99% of students in Grade 4 met high standards in writing by scoring at or above 3.5.

Our data trends demonstrate that the 2006, 2007, and 2008 FCAT Writing+ Assessment combined results for all curriculum groups evidenced a mean score score 4.4, 4.5, and 4.5 respectively.

**\* Objective:** Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skill proficiency in writing, as evidenced by 99% or more of students meeting high standards on the 2009 FCAT Writing+ Assessment.

**\* Strategies:** Administer monthly assessments as a means of progress monitoring.

Implement the use of District provided Baseline Benchmark Assessments as benchmark progress monitoring.

Implement the use of Instructional Focus Calendars to re-align instruction based on Sunshine State Standards and District provided Pacing Guides.

Analyze data and use debriefing protocols after every major benchmark

assessment.

Implement the use of custom group reports from Edusoft that monitor the progress of AYP subgroups, Level 1 and Level 2 students and students participating in different tutorial and intervention groups.

Incorporate Teach Me Writing, CRISS, and other effective writing programs / strategies into the Language Arts program.

Write about various careers and incorporate in student writing portfolios in grades K through 5.

Incorporate daily journal writing activities during the writing block.

**\*Evaluation:**

Formative: Baseline Assessment, school based assessments

**\*Evidence-based Program(s):**

Summative: 2009 FCAT Writing+  
 Houghton Mifflin Reading Program  
 Teach Me Writing  
 Blast Off Florida Writing  
 FCAT Writing+ Materials  
 State FCAT Writing Sample Test Books

**\*Professional Development:**

August - Differentiated Instruction  
 September - Teach Me Writing Program  
 October - FCAT Task Cards  
 November - Writing strategies  
 December - Reciprocal Teaching  
 January - CRISS  
 February - Reading Plus and Lexia follow-up training

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
C.R.I.S.S. Strategies	None (In-house Training)	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

*End of Writing Goal*

**Goal: Science**

\* Note: Required for Title I

[Scroll down for school data](#)

- \* Needs Assessment:** Results for the 2008 FCAT Science Assessment indicate that 57% of our students met high standards as compared to 50% of students meeting high standards in 2007.

A review of the content cluster scores indicates that the greatest need for improvement in Grade 5 is in Earth and Space Science as evidenced by 57% of students scoring 3 and above.

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- \* Objective:** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 10 percentage points on the 2009 FCAT Science Assessment as compared to the 2008 administration of the FCAT Science Assessment.
- \* Strategies:** Administer monthly assessments as a means of progress monitoring.

Implement the use of District provided Baseline Benchmark Assessments as benchmark progress monitoring.

Implement the use of Instructional Focus Calendars to re-align instruction based on Sunshine State Standards and District provided Pacing Guides.

Analyze data and use debriefing protocols after every major benchmark assessment.

Implement the use of custom group reports from Edusoft that monitor the progress of AYP subgroups, Level 1 and Level 2 students and students participating in different tutorial and intervention groups.

Implement a school wide Science Fair with group / individual projects for grades K through 5.
- \* Evaluation:** Conduct two Science Investigations per grading period.

Formative: Scientific Inquiry Logs, Baseline Benchmark Assessment, school based assessments

Summative: 2009 FCAT Science Assessment
- \* Evidence-based Program(s):** Scott Foresman Science Program
- \* Professional Development:** August - Differentiated Instruction  
 September - Scientific Inquiries  
 October - FCAT Task Cards  
 November - Protocols for collaborative and reflective practices.  
 December - Rubric grading / short extended answers  
 January - Guided Reading strategies  
 February - Reading Plus and Lexia follow-up training

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
Riverdeep	District	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

\* **Non-Highly Qualified Instructors:** N/A

*End of Science Goal*

## Goal: Parental Involvement

\* **Note:** Required for Title I

- \* **Needs Assessment:** Data collected during the 2007-2008 school year through volunteer logs indicates 2010 volunteer hours were recorded with 767 students, this averaged to 2.62 volunteer hours per student.

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- \* **Objective:** Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parents school events such as, Open House, Parent Academy Sessions, and PTA meetings as evidenced by comparing sign in sheets for the 2007-2008 and 2008-2009 school years.
- \* **Strategies:**

Implement a system in the school where prospective volunteers complete the District required screening process prior to serving at the school.

Conduct a PTA membership drive to include incentives for classes meeting 100% membership goals.

Inform parents of school policies, procedures, and events through Connect Ed and Parent Handbook.

Conduct parenting and student learning workshops through The Parent Academy in an effort to collaborate with the community to strengthen the school, families, and student learning.

Conduct monthly EESAC meetings to involve all stakeholders including parents and business / community representatives in the decisions that affect children and families of the community.
- \* **Evaluation:** Participation logs / rosters
- \* **Evidence-based Program(s):** Volunteer logs  
National PTA - Three For Me!
- \* **Professional Development:** The Parent Academy Inservices

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
School Volunteer Initiative	District	\$0.00
		<b>Total: \$0.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>

Electronic Grade Book	District	\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Parent Academy In-services	District	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

*End of Parental Involvement Goal*

## Goal: Return on Investment

<b>Needs Assessment:</b>	The most recent data supplied by the Florida Department of Education (FLDOE) indicates that in 2006 Joe Hall Elementary School ranked in the medium range in the state of Florida ROI Index. This placed Joe Hall in the 32nd percentile with the percent of the highest ROI value at 54%.
<b>Objective:</b>	Joe Hall Elementary School Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.
<b>Strategies:</b>	<p>Increase school stakeholder knowledge about the use of financial resources in relation to school programs to improve resource allocation.</p> <p>Collaborate with District personnel to improve resource allocation.</p> <p>Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks, to improve return on investment.</p> <p>Consider shared use of facilities and/or partnering with community agencies to improve return on investment.</p>
<b>Evaluation:</b>	<p>Implement the Plan-Do-Study-Act- (PDSA) for continuous improvement.</p> <p>There will be a 1 percentage point increase on the ROI as provided by the Florida Department of Education.</p>

*End of Return on Investment Goal*

## ADDITIONAL GOALS

No Additional Goals were submitted for this school

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager Passport	District	\$0.00
Parental Involvement	School Volunteer Initiative	District	\$0.00

			<b>Total: \$0.00</b>
<b>Technology</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	FCAT Explorer	District	\$0.00
Reading	Riverdeep Online Software	District	\$0.00
Mathematics	FCAT Explorer	District	\$0.00
Mathematics	Riverdeep	District	\$0.00
Science	Riverdeep	District	\$0.00
Parental Involvement	Electronic Grade Book	District	\$0.00
			<b>Total: \$0.00</b>
<b>Professional Development</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Mathematics	Edusoft	None (In-house Training)	\$0.00
Writing	C.R.I.S.S. Strategies	None (In-house Training)	\$0.00
Parental Involvement	Parent Academy In-services	District	\$0.00
			<b>Total: \$0.00</b>
<b>Other</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
			<b>Final Total: \$0.00</b>

## SCHOOL ADVISORY COUNCIL

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The 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.

✓ **Yes. Agree with the above statement.**

### SAC Involvement

The School Advisory Council, known in Miami-Dade County as the Educational Excellence School Advisory Council, is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345 F.S. (school improvement).

Activities and duties of SAC members:

The SAC of Joe Hall Elementary School meets monthly to review progress toward achieving objectives of the School Improvement Plan (SIP). The SAC decides how to disperse SAC funds in support of student achievement. As required by School Board rule 6Gx13-1B-1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and education support employees elect education support employee representatives. The principal and the designated united Teachers of Dade steward are required members. The principal appoints business/community representatives. The SAC membership must be appropriately balanced and must be representative of ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

The amount of funds for use by the SAC and the purpose for which it will be used:

The SAC assists in the preparation and evaluation of the school improvement plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. The SAC makes recommendations to the principal on the development of the

school's annual budget.

## SAC Members

### Members

- 1) Cathay Abreu, Principal
- 2) Nicole Canavan-Perez, SAC Chair
- 3) Griffen Baker Royo, Student
- 4) Angelica Perez, Student
- 5) Lisette Alvarez, Teacher
- 6) Kelly Esquivel, Teacher
- 7) Catherine Paez, Teacher
- 8) Jorge Falcon, Business Member
- 9) Olga Vazquez, Parent
- 10) Anna Suastegui, Parent
- 11) Yvonne Fret, Parent
- 12) Juliette Fernandez, Parent
- 13) Alina Trujillo, Parent
- 14) Noemi Robles, School Support Personnel
- 15) Viviana Debs, Assistant Principal

## IMPLEMENTATION EVALUATION

The following evaluations will be used to determine the effectiveness of strategies implemented to meet the objectives:

DIBELS (diagnostic)

CELLA (diagnostic)

Attendance Logs

Records of in-school and out-of school suspension and referrals

Professional Development Logs

Baseline and Progress Assessments (formative)

FCAT Assessments (summative)

Pre/posttests of tutorial programs

## REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	

2008-2009 Florida School Improve...

	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery	% Mastery	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading	Mathematics	Writing	Science	Baseline Data
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Baseline Data	Baseline Data	Baseline Data	Baseline Data	Baseline Data
No data submitted				

End of Baseline Data Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Dade JOE HALL ELEMENTARY SCHOOL 2341													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 376 Math: 376			2007-2008 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress?				NO						
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).										This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	77	Y	78	Y			Y			NA	26	23	NA	24	22	NA	74	NA	78	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
HISPANIC	100	Y	100	Y	77	Y	78	Y			Y			NA	25	23	NA	24	22	NA	74	NA	79	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	69	Y	72	Y			Y			NA	34	31	NA	31	28	NA	69	NA	73	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	67	Y	73	Y			Y			NA	43	33	NA	30	27	NA	74	NA	74	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	50	N	52	N			NA			NA	45	50	N	49	48	N	60	Y	60	N		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Dade JOE HALL ELEMENTARY SCHOOL 2341													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 372 Math: 372			2006-2007 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress?				YES						
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).										This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	74	Y	76	Y			Y			NA	25	20	NA	21	24	NA	70	NA	67	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
HISPANIC	99	Y	99	Y	75	Y	76	Y			Y			NA	26	20	NA	22	24	NA	71	NA	67	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	66	Y	69	Y			Y			NA	30	27	NA	27	31	NA	64	NA	59	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	57	Y	70	Y	91		Y			NA	47	44	NA	27	30	NA	59	NA	71	NA		
STUDENTS WITH DISABILITIES	96	Y	96	Y	55	Y	51	Y	88		NA			NA	48	33	NA	42	49	N	58	NA	44	N		

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Dade JOE HALL ELEMENTARY SCHOOL 2341							
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)								Read: 383 Math: 383		2005-2006 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress? <sup>5</sup> YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL <sup>4</sup>	99	Y	100	Y	74	Y	79	Y	94		Y			NA	25	26	NA	24	21	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA
BLACK		NA		NA		NA		NA			NA			NA			NA			NA
HISPANIC	99	Y	100	Y	74	Y	78	Y	94		NA			NA	25	26	NA	23	22	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	69	Y	73	Y	91		NA			NA	27	31	NA	26	27	NA
ENGLISH LANGUAGE LEARNERS	99	Y	100	Y	62	Y	73	Y	84	91	NA			NA	39	38	NA	29	27	NA
STUDENTS WITH DISABILITIES	98	Y	98	Y	48	Y	58	Y		88	NA			NA	47	52	NA	46	42	NA

SCHOOL GRADE DATA

Dade School District JOE HALL ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	88%	99%	57%	331	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	72%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	75% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					613	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District JOE HALL ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	84%	100%	61%	328	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	61%			136	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	76% (YES)	61% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					601	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District JOE HALL ELEMENTARY SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	87%	89%	94%	270	<b>Writing:</b> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.	
% of Students Making Learning Gains	71%	77%		148	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>	
Adequate Progress of Lowest 25% in the School?	63% (YES)			63	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .	
Points Earned				481		
Percent Tested = 99%					Percent of eligible students tested	
School Grade				A	Grade based on total points, adequate progress, and % of students tested	