
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0041 - Air Base Elementary School

FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: RAUL CALZADILLA, JR.

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Air Base Elementary School

Air Base Elementary, The Center for International Education, created in 1995, has been designed to provide heightened global perspectives by combining an advanced curriculum with an intensive foreign language and cultural studies magnet program.

The International Education Program provides students with the skills needed to achieve their career goals, as well as, opportunities to develop new career fields for the global society of the 21st Century.

Air Base Elementary has been awarded the National Magnet School of America Award for eight years and has maintained the State Accountability Grade of "A" for the past five years. The goal of the magnet program at Air Base Elementary is threefold. Primarily, students are provided with a strong academic foundation and an international perspective that promotes better understanding and appreciation of other cultures and countries. The magnet curriculum prepares students for living in the global society of the 21st century where cultures cooperatively interact with one another. This enables students to live more effectively in an increasingly interdependent world by providing an academic setting that fosters their development as literate, multi-cultural, and multi-lingual individuals.

Air Base Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as schoolwide priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, 89 percent of the students in grades three through five will score a Level 3 or above as documented by the scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 82 percent of the students in grades three through five will score a Level 3 or above as documented by the scores on the 2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 95 percent of the students in grade four will score a 3.5 or above as documented by the scores on the 2007 FCAT Writing + test.

Given instruction using the Sunshine State Standards, 55 percent of students in grade five will score at Level 3 or above as documented by the scores on the 2007 FCAT Science test.

Given increased attention to parental involvement, there will be a one percent increase in parental participation/attendance at school sponsored activities, as evidenced by the data reflected on the 2005-2006 parent participation logs of 680 participants.

Given increased attention to the students' daily attendance, the rate will increase from 96.25 percent in the 2005-2006 school year to 92.75 percent in the 2006-2007 school year, a five tenths (.5) percent increase. Air Base Elementary will achieve a top ten status in the Miami-Dade County Public Schools Percentage-Of-Attendance Report.

Given increased general access to technology, training, additional hardware, and support, ratings will advance to a stage 2 intermediate level, as measured by the 2006 STaR survey administered during the 2005-2006 school year.

Given instruction in physical education classes, a minimum of 312 students will earn an award at the silver level of achievement or higher, indicating an annual increase of 1 percent, as measured by the FITNESSGRAM, based on the 2006-2007 award winners.

Given instruction through the fine arts program, using the Sunshine State Standards, the students will be afforded opportunities to attend the expanded curricular and extra curricular offerings as evidenced by 10 percent student participation for the 2006- 2007 school year as compared to 8 percent student participation for the 2005- 2006 school year.

Air Base Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication based upon the publication of the next statement.

Air Base Elementary has identified two challenges hindering the goal to advance learning opportunities. Analysis of the Organizational Performance Self Assessment Snapshot(OPIS) reflected the lowest categories to be Strategic Planning and Process Management. Both of these categories scored a 4.3. This demonstrates a need for additional involvement of its employees in the development of curricular resources and technology to meet state standards and achieve maximum academic growth toward mastery of student achievement goals.

A schoolwide effort will focus on the development, coordination, and implementation of activities and programs utilizing best practices which will foster increased parental involvement. An emphasis will be placed on the improvement of reading, mathematics, writing, science processing skills, and cooperative learning to improve student achievement. The faculty will utilize the Competency-Based Curriculum, while employing an international perspective of study, through intensive language immersion and cultural integration. All staff members will participate in the implementation of this plan. Strategies are designed to encourage higher order thinking skills for all students including Limited English Proficiency (LEP) and Students with Disabilities (SWD).

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.

Air Base Elementary School

VISION

We provide a strong educational foundation and an advanced academic curriculum that inspires lifelong learning and educates the total child through an international perspective and foreign language immersion.

MISSION

Within a nurturing environment, we increase students' performance through an intensive instructional program. This comprehensive design focuses on five main objectives: analytical reading, structured writing, cross-curricular mathematics application, science exploration, and the use of technology.

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.

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We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Air Base Elementary School, The Center for International Education, as a dedicated International Magnet School offers a rigorous academic program with a comprehensive course of international studies. The magnet program combines interdisciplinary curriculum, intensive second language immersion, and in-depth cultural studies which is linked to the development of professional skills valued in a future global job market. Innovative practices include emphasis on the application of critical thinking and analytical problem solving through extensive use of technology. The Foreign Language provides instruction in French, Spanish as a second language and advanced Spanish for native Spanish speakers. The school's population for 2006-2007 is projected to reach 680 students of diverse, ethnic and socioeconomic backgrounds.

Air Base Elementary has a grade configuration of pre-kindergarten through fifth grade. The students' racial/ethnic ratio is 14.6 percent White, 23.6 percent Black, 54.7 percent Hispanic, 2 percent Asian, one percent American Indian, and five percent Multiracial. The school employs a total of 51 full-time teachers (one lead teacher, one counselor, four pre-kindergarten teachers, five kindergarten teachers, six first grade teachers, five second grade teachers, six third grade teachers, four fourth grade teachers, five fifth grade teachers, two gifted teachers, two Students with Disabilities teachers, one music teacher, one art teacher, two physical education teachers, one media specialist, two French teachers, four Spanish teachers, and one bilingual teacher), two administrators (one principal and one assistant principal), eighteen paraprofessionals and four support and clerical personnel. The ethnic breakdown of instructional staff is as follows: 33 percent White, six percent Black and 61 percent Hispanic. Seventeen of the teachers are male, while 53 percent are female. Sixty-three percent of the teachers hold a Bachelor's degree, 33 percent of the teachers hold Master's degrees while four percent have obtained Specialist degrees. Areas of certification include Early Childhood Education, Elementary Education, ESOL, French, Mathematics, Spanish, Students with Disabilities, Reading, Leadership and Guidance. The faculty has an average of six years teaching experience in Florida. Thirteen percent of the teachers on staff are new to the school. Four teachers have obtained National Board Certification.

As a school without boundaries, the student body is comprised of children from all areas of the district. The school has a Students with Disabilities (SWD) population of ten percent, a gifted population of eleven percent, and an English Speakers of Other Languages (ESOL) population of eleven percent. Based on the percentage of students receiving free and reduced lunch, fifty eight percent of the population is from economically disadvantaged homes. Approximately ninety six percent of the students are in attendance daily. The promotion rate is ninety nine percent. Students who are in need of extra assistance in mastering academic skills are provided with remediation during the school day to ensure annual learning gains are achieved.

Students with Disabilities receive instruction through a full-day inclusion/co-teaching model. Pre-kindergarten Students with Disabilities participate in a reverse mainstreaming instructional program. Gifted students are enrolled in a home based content model Reading/ Language Arts program. ESOL strategies are provided to Limited English Proficient students by endorsed teachers. Additionally, enrichment opportunities are provided to students through weekly technology, science, and geography lab experiences. An Advanced Academic Program is offered to qualifying fifth grade students.

Students in Kindergarten and grade one have an extended school day in order to accommodate the Foreign Language and Fine Arts curriculum.

School Foundation

Leadership:

Results according to the Organizational Performance Self Assessment Snapshot (OPIS) completed by the school site faculty and staff indicate that Leadership ranked at the highest category a 4.6 out of 5 possible points. The findings reveal the following: The faculty recognized that their administration demonstrates dynamic leadership in support of the mission and vision of Air Base Elementary. The working environment is conducive to positive academic success and all stakeholders are kept informed.

District Strategic Planning Alignment:

The Strategic Planning category received the score of 4.3 out of a possible 5 points. This indicates a need to involve all of its employees in the development of goal setting. Input from all stakeholders is considered an essential part of program improvement. At Air Base Elementary there is ongoing communication between the school leadership team and the stakeholders. This collaboration is essential in selecting educational programs that are tailored to students' needs. Educational programs include interactive staff, parent, and student activities. A unique, specialized magnet curriculum is implemented by a well-prepared, knowledgeable foreign language faculty. Innovation is encouraged and new ideas are given every opportunity to succeed.

Stakeholder Engagement:

The results of this category with an average score of 4.4 out of a possible 5 points indicate that ongoing communication and collaborative decision making between all stakeholders is essential. A humanistic approach to leadership includes representation from all stakeholder groups in its primary decision-making organization, the Educational Excellence School Advisory Council (EESAC). The Leadership Team in the school provides professional and personal growth opportunities that empower stakeholders to make informed decisions. A consistency in partnership efforts between parents, community members, and the school enhance a strong link for continued student achievement.

Faculty & Staff:

The results of this category with an average score of 4.4 out of a possible 5 points indicate that there is general satisfaction in how information and data is disseminated. Air Base Elementary is committed to establishing additional time for collaboration among teachers. All grade levels have common planning time, achieved through block scheduling. Each grade level chairperson convenes a weekly meeting to discuss activities for the month and to share best practices. Grade level chairpersons also meet bi-monthly with the administration to discuss activities/concerns. Additionally, vertical teaming opportunities are offered during staff development days to ensure articulation across subject areas and grade levels. Committees have also been established to promote the multidisciplinary facets of the school's goals and to focus on district and school initiatives.

All faculty and staff are given the option to participate in professional growth activities aimed at improving student academic performance. Therefore, teachers create individualized Professional Development Plans to guarantee

quality instruction. Furthermore, a school-based beginning teacher program offers new teachers opportunities for growth and professional development by assigning mentor teachers. Collaboration among the teachers allows for continued support, improved performance, and ongoing self-assessment.

Data/Information/Knowledge Management:

The result of this category is an average score of 4.5 out of a possible 5 points. This indicates that the staff is adept at measuring, reviewing, and analyzing the quality of their work. Data is utilized to monitor progress on a daily basis. The staff's high expectations and value of quality products ensure that all students' unique needs and learning styles are addressed. The data generated continues to guide our instruction, projected in-services, and staff development.

Education Design:

Results of this category are concurrent with the lowest score of 4.3 out of a possible 5 points, indicate that additional curricular resources are required to meet state standards, achieve maximum academic growth, and reach student achievement goals. Air Base Elementary will continue to incorporate a continuous improvement model, which includes the Plan, Do, Study, Act (PDSA) implemented to facilitate a framework for efficient work.

Performance Results:

Results of this category, with an average score of 4.3 out of a possible 5 points, indicate a general satisfaction with the school efforts to improve performance. The school has maintained its state accountability grade for 5 consecutive years as well as made learning gains. It reflects the administration's emphasis on complying with laws and regulations. The student attendance rate is 96 percent and staff attendance rate is 95 percent. Air Base Elementary is committed to high standards and ethics.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read at or above grade level.

Needs Assessment

An in depth analysis of each FCAT strand revealed the following:

Seventy five percent of students in grade three scored at or above grade level. Seventy one percent of these students have mastered the words/phrases components of the FCAT. Seventy-three percent have mastered the main idea/author's purpose components of the FCAT. Sixty-seven percent of these students have mastered the comparison components of the FCAT. Seventy-seven percent of these students have mastered the reference/research components of the FCAT.

Sixty six percent of students in grade four scored at or above grade level. Eighty-three percent of these students have mastered the words/phrases component of the FCAT. Sixty-seven percent of these students have mastered the reference/research component of the FCAT. Seventy-one percent of these students have mastered the comparison component of the FCAT. Seventy-three percent of these students have mastered the main idea/author's purpose component of the FCAT.

Sixty six percent of students in grade five scored at or above grade level. Seventy-one percent of these students have mastered the words/phrases component of the FCAT. Eighty percent of these students have mastered the comparisons components of the FCAT. Seventy-six percent of these students have mastered the main idea/author's purpose component of the FCAT. Eighty-three percent of these students have mastered the reference/research component of the FCAT.

Anylyzing the data across grade levels show evidance that third, forth,and fifth grade students will need to increase skills in words/phrases, main idea/author's purpose,comparisons and reference/research

This year's concerted instructional effort in these ares should result in an increase in achievement in reading.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, 89 percent of the students in grades three through five will score a Level 3 or above as documented by the scores on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze data from the 2006 FCAT Reading Test in order to identify strengths and weaknesses.	Administration, Lead Teacher, Grade Level Chairs, Reading Leader and Teachers	8/07/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize and monitor technology resources such as Riverdeep, FCAT Explorer, and Assess 2 Learn to enrich and remediate students' reading skills and performance in grades three through five.	Teacher, Computer Lab Facilitator	8/07/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Accelerated Reader program to promote and monitor independent reading in kindergarten through fifth grade.	Media Specialist Reading/Language Arts Teacher	8/07/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the (Progress Monitoring & Reporting Network) PMRN to identify students' strengths and weakness to provide remediation and reinforcement for basic skill development in grades kindergarten through fifth grade.	Administration, Reading Leader, Teacher	8/07/2006	5/30/2007	District Strategic Plan	\$0.00
Address individual learning styles to empower critical thinking skills throughout the curriculum.(Kagan's Multiple Intelligences)	Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$4000.00
Utilize the scope and sequence, that aligns with the Sunshine State Standards and Magnet Curriculum, to enable collaborative planning with the Foreign Language and Fine Arts teachers to support and guide reading instruction.	Administration, Lead Teacher, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide and monitor a tutorial program to address the reading deficiencies of the lowest performing 25 percent of students utilizing Voyager Passport, Early Success and Soar to Success.	Administration, Lead Teacher, Teacher Tutor	8/07/2006	5/30/2007	District Strategic Plan	\$4000.00
Provide Professional development opportunities for teachers including training on the following: Houghton Mifflin Reading	Administration, Lead Teacher, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

series and FCAT Reading Strategies.					
Monitor the implementation of the Continuous Improvement Model (CIM)	Administration, Lead Teacher, Teachers	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series
 Riverdeep Destination
 Voyager Passport
 Early Success
 Soar to Success

Professional Development

Professional development opportunities for teachers will include training on the following: Houghton Mifflin Reading series and FCAT Reading Strategies, Developing Reading and Writing (DRAW), Becoming Effective Readers (BEAR), Opening Words of Literacy (OWL), Diagnostic Indicators of Basic Early Literacy Skills (DIBELS), Early Success, Soar to Success, Voyager, Creating Independence Through Student Owned Strategies (CRISS) and Brain Based Instruction: Kagan's Multiple Intelligences.

Evaluation

Achievement of the objective will be accomplished when students demonstrate increased proficiency in reading comprehension, as evidenced by the 89 percent of students reaching the state required mastery on the 2007 FCAT Reading test.

Student progress will be monitored through ongoing monthly and interim assessments. Data will be reviewed by administrators, chairpersons and teachers on an ongoing basis to determine the need of prescribed intervention.

Additional assessment instruments that will be used are: Achieve, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Diagnostic Assessment of Reading (DAR), The System for Technology Accountability and Rigor Survey (STaR), Early Success and Soar to Success. The tutoring program will be evaluated by in-house pre and post tests.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will be proficient in mathematics.

Needs Assessment

Twenty-five percent of students in grade three scored below level three in mathematics, while 75 percent scored at or above level three. Sixty-seven percent of these students mastered the number sense component of the FCAT. Seventy-five percent of these students mastered the measurement component of the FCAT. Sixty-seven percent of these students mastered the geometry component and data analysis component of the FCAT. Sixty-seven percent mastered the algebraic thinking component of the FCAT.

Thirty-three percent of students in grade four scored below level three in mathematics, while 67 percent scored at or above level three. Seventy percent of these students mastered the number sense component of the FCAT. Sixty-three percent of these students mastered the measurement component of the FCAT. Seventy-one percent of these students mastered the geometry component of the FCAT. Fifty-seven percent of these students mastered the data analysis component of the FCAT. Fifty-seven percent mastered the algebraic thinking component of the FCAT.

Forty-three percent of students in grade five scored below level three in mathematics, while 57 percent scored at or above level three. Forty-six percent of these students mastered the number sense component of the FCAT. Fifty-five percent of these students mastered the measurement component of the FCAT. Sixty-two percent of these students mastered the geometry component of the FCAT. Fifty percent of these students mastered the data analysis component of the FCAT. Fifty-five percent of these students mastered the algebraic thinking component of the

FCAT. Analyzing the data across grade levels show evidence that third, fourth, and fifth grade students will need to increase skills in number sense component, measurement, geometry, data analysis and algebraic thinking. This year's concerted instructional effort in these areas should result in an increase in achievement in mathematics.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, 82 percent of the students in grades three through five will score a Level 3 or above as documented by the scores on the 2007 FCAT Mathematic Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the scope and sequence that aligns with the Sunshine State Standards and includes Magnet Curriculum to guide mathematics instruction.	Administration Lead Teacher , Grade Level Chairs, and Teacher	8/07/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze data from the 2006 FCAT Mathematics Test in order to identify strengths and weaknesses.	Administration Lead Teacher , Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide an uninterrupted daily 60 minute instructional block in mathematics in kindergarten through fifth grade.	Administration, Lead Teacher , Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize and monitor computer-assisted programs, to enhance and remediate students' mathematical skills and performance	Administration, Lead Teacher, Teacher, Computer Lab Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide a tutorial program to address the mathematical deficiencies of the lowest performing 25 percent of students on the 2007 FCAT Mathematics Test.	Administration, Lead Teacher, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$4000.00
Monitor the implementation of the Continuous Improvement Model (CIM)	Administration, Teacher	8/07/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott Foresman Mathematics Series

Riverdeep Destination

Professional Development

Teachers at Air Base Elementary will be provided the opportunity to attend in-house mathematics best practices in-service trainings and participate in any District professional development.

Evaluation

This objective will be evaluated by the 2007 FCAT mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students will be proficient in writing.

Needs Assessment

The results obtained from the 2006 FCAT Writing + Assessment indicate 94 percent of students in grade four scored at or above grade level.

The expository writing test scores increased by five tenths percent, while the narrative writing test scores decreased by one tenth percent. Analysis of the data in grade four indicates evidence of an increase of two tenths percent in the combined score. It is determined that there is further need for writing instruction. This year's concerted instructional effort in these areas should result in an increase in achievement in writing.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, 95 percent of the students in grade four will score a 3.5 or above as documented by the scores on the 2007 FCAT Writing + test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review the results of the District writing pretest and conduct formative quarterly assessments across all grade levels to monitor students' progress.	Administration, Lead Teacher, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Enrich and reinforce student generated models through individual conferences.	Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide parent workshops on best practices to encourage power writing.	Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Improve writing opportunities in special area subjects; such as physical education, music art, foreign language and guidance.	Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize graphic organizers to plan writing responses on a weekly basis in all fourth grade reading and language arts classes.	Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide Professional development opportunities for teachers including training on the following: District Holistic Writing Scoring, FCAT Writing + and the Zelda Glazer Writing Institute.	Administration, Lead Teacher, Teacher	08/07/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize grammar books for 4th grade writing in support of the Writing + component of the FCAT.	Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$3000.00
Provide weekly small group tutorial sessions to remediate deficiencies in writing to forth grade students.	Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$1500.00
Monitor the implementation of the Continuous Improvement Model (CIM)	Administration, Lead Teacher, Teachers	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Core Reading Program

Professional Development

Teachers at Air Base Elementary will be provided the opportunity to attend in-house writing best practices in-services and participate in the following in-services: District Holistic Writing Scoring, FCAT Writing+ and the Zelda Glazer Writing Institute.

Evaluation

The objective will be accomplished when students maintain high achievement in writing skills, as evidenced by the percent of students reaching the state required mastery on the 2007 FCAT Writing + Assessment. Progress monitoring for students will be conducted through District assessments, school- site monthly prompts, and teacher developed evaluation.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Students will be proficient in science.

Needs Assessment

The results of the 2006 Science test administration reflect a mean scale score of 326. These scores reflect an increase of 21 points in the mean scale score as compared to the 2005 administration of the Science FCAT/SSS.

Sixty-seven percent of these students mastered the physical/chemical components of the FCAT. Fifty-seven percent of these students mastered the earth/space components of the FCAT. Sixty-two percent of these students mastered the life/environmental components of the FCAT. Sixty-seven percent of these students mastered the scientific thinking component of the FCAT.

Anylyzing the data show evidance that further instruction is needed in the following components: physical/chemical, earth/space , life/environmental and scientific thinking . This year's concerted instructional effort in these ares should result in an increase in achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, 55 percent of students in grade five will score at Level 3 or above as documented by the scores on the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor students' progress through the administration of site-authored pre-and post test given to kindergarten through fifth grade students.	Teacher	08/07/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Full Option Science System (FOSS) kits to provide hands-on experiences to further develop science skills in kindergarten through fifth grade.	Science Lab Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students at all grade levels to explore career choices and develop critical thinking skills through participation in the Air Base Science Fair and Invention Convention.	Lead Teacher, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide weekly hands-on experiments and activities through the school's science lab to students in kindergarten through fifth grade.	Science Lab Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$2000.00
Support and enrich science in the reading classes utilizing Time For Kids.	Teachers	08/07/2006	05/30/2007	District Strategic Plan	\$1000.00
Monitor the implementation of the Continuous Improvement Model (CIM)	Administration, Lead Teacher, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

McGraw Hill Science Series
FOSS

Professional Development

Teachers at Air Base Elementary will be provided the opportunity to attend best practices in-services and participate in District professional development in-services.

Evaluation

The objective will be evaluated by the 2007 FCAT science test..

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be actively involved in their child's educational experiences.

Needs Assessment

A review of parent participation logs for the 2005-2006 school year indicates that there was an increase of ten percent in parental participation in the volunteer program.

Parent participation sign in sheets show 680 participants at school site activities and meetings during the 2005-2006 school year. This statistic shows the need to improve parental participation.

Measurable Objective

Given increased attention to parental involvement, there will be a one percent increase in parental participation/attendance at school sponsored activities, as evidenced by the data reflected on the 2005-2006 parent participation logs of 680 participants.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a school-based Parent Resource Center available to parents/volunteers during the school day.	Administration, Lead Teacher, Counselor	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide workshops for parents of ESOL, SWD, and Gifted students to review program guidelines.	Administration, Lead Teacher, Counselor	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Promote active parental involvement of events disseminating information via the school marquee, the school web-site, flyers, MDCPS Parent Academy, and the Neighbors section in the Miami Herald.	Administration, Lead Teacher, Counselor	08/07/2006	5/30/2007	District Strategic Plan	\$0.00
Promote and monitor the volunteer program.	Administration, Lead Teacher, Counselor	08/07/2006	5/30/2007	District Strategic Plan	\$0.00
Promote evening activities at the school site, such as: Family Reading Night, Science Night, An Evening in Paris, and Evening Among the Stars to nurture school-home-community relationships.	Administration, Lead Teacher, Counselor, Teacher	08/07/2006	5/30/2007	District Strategic Plan	\$1000.00
Encourage attendance at curriculum presentations , such as: Open House, Parent FCAT Information Night , Writing Night and Reading Around the World	Administration, Lead Teacher, Counselor	08/07/2006	5/30/2007	District Strategic Plan	\$0.00
Promote parental involvement using resources from National Standards for Parental Involvement, Just Read Family and Families Building Better Readers.	Administration, Lead Teacher, Counselor	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Standards for Parental Involvement

Just Read Family

Families Building Better Readers

Professional Development

Air Base Elementary will provide parent seminars and workshops.

Evaluation

This objective will be evaluated by parental involvement as recorded in parent participation logs for 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment.

The school will continue to offer incentives for student attendance in order to reach an attendance rate of 96.75 percent.

Needs Assessment

A review of the attendance analysis for the 2005-2006 school year indicates that there was a 96.25 percent rate of students' daily attendance and sixteenth in the Miami-Dade County Public Schools Percentage-Of-Attendance Report. Analyzing the data shows a need to give increased attention to the attendance rate.

Measurable Objective

Given increased attention to the students' daily attendance, the rate will increase from 96.25 percent in the 2005-2006 school year to 92.75 percent in the 2006-2007 school year, a five tenths (.5) percent increase. Air Base Elementary will achieve a top ten status in the Miami-Dade County Public Schools Percentage-Of-Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain the policy which requires students to walk with a buddy whenever leaving the classroom.	Administration, Lead Teacher, Counselor, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor quarterly attendance trends.	Administration, Lead Teacher, Counselor	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide additional services and interventions to students with a history of absenteeism and tardiness	Administration, Lead Teacher, Counselor, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Award Air Base Bucks to the classes with one hundred (100) percent daily attendance. Give incentives to classes that have the most Air Base Bucks.	Administration	08/07/2006	05/30/2007	District Strategic Plan	\$750.00
Reward "Character Education" traits with incentives	Counselor, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$500.00
Identify students with five or more absences or excessive tardiness and place them on probation.	Administration, Lead Teacher, Counselor	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Identify and monitor safety and discipline concerns through the monthly EESAC meetings.	Administration, Counselor	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Announce classes with one hundred (100) percent attendance on a daily basis.	Administration, Media Specialist, Lead Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Reward perfect attendance each semester with bicycle give-away, provided by Commissioner Greer.	Administration, Lead Teacher,	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Recognize students for positive behavior through "Do the Right Thing" program.	Administration, Lead Teacher, Counselor, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

The school counselor will be trained in conflict resolution, peer mediation, and bully-free techniques to maximize students' daily attendance in a safe well-disciplined environment.

Evaluation

This objective will be evaluated by the monitoring of the monthly attendance report (10-999) and reviewing the results of the 2006-2007 School Attendance Percentage Report.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

A need for additional hardware, technological support, and general access to technology was indicated at the stage 1 entry level, as measured by the 2004 STaR survey administered during the 2004-2005 school year.

Measurable Objective

Given increased general access to technology, training, additional hardware, and support, ratings will advance to a stage 2 intermediate level, as measured by the 2006 STaR survey administered during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technological resources: AR (Accelerated Reader), STAR, Riverdeep, and FCAT Explorer to remediate and enrich student academic achievement.	Teacher, Computer Lab Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students in kindergarten through fifth grade to apply interactive technology and create multimedia projects in the computer lab.	Teacher, Computer Lab Facilitator,	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide ongoing staff development in the use of interactive technology, telecommunications, and multimedia resources.	Administration, Computer Lab Facilitator	08/07/2006	5/30/2007	District Strategic Plan	\$4000.00
Promote the use of online data base to locate information for research projects.	Administration, Teacher, Computer Lab Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Promote the use of online data base to locate information for research projects.	Administration, Teacher, Computer Lab Facilitator	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide the itegration of multiple resources through the use of Smart Boards.	Teacher,Technology Facilitator	08/07/2006	5/30/2007	District Strategic Plan	\$12000.00

Research-Based Programs

Riverdeep Destination

Professional Development

Air Base Elementary will provide professional development opportunities, peer mentoring, and in-services, to support effective instruction and application of technology throughout the curriculum.

Evaluation

This objective will be evaluated by the results of the Air Base Elementary School 2006 STaR survey.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Air Base Elementary provides students with the opportunity to attain their optimal level of fitness for daily living and overall wellness.

Needs Assessment

Analysis of the 2005-2006 FITNESSGRAM assessment data indicated that 308 students earned a silver award or higher.

Measurable Objective

Given instruction in physical education classes, a minimum of 312 students will earn an award at the silver level of achievement or higher, indicating an annual increase of 1 percent, as measured by the FITNESSGRAM, based on the 2006-2007 award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide instruction that emphasizes making healthy choices regarding food selection, proper sleep habits, and weight reduction and/or maintenance.	Physical Education Teacher	08/07/2006	05/30.2007	District Strategic Plan	\$0.00
Utilizing the FITNESSGRAM, a pre-test will be administered to determine a baseline needs assessment.	Physical Education Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Increase student track distances progressively to build confidence and proficiency.	Physical Education Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Insure that the daily calisthenics opening activity addresses cardiovascular, flexibility, and muscular strength, and endurance.	Administration, Physical Education Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Emphasize progressive fitness/endurance activities that will improve cardiovascular, flexibility, and muscular strength.	Physical Education Teacher	08/0872006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Moving into the Future-National Standards for Physical Fitness

Professional Development

Physical Education teachers will participate in training offered by the Division of Life Skills.

Evaluation

This objective will be evaluated by evidence that a minimum of 312 students will earn an award at the silver level of achievement or higher indicating an annual increase of 1 percent.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

The students will be provided an opportunity to develop an increased appreciation for the fine arts through expanded curricular and extra-curricular offerings.

Needs Assessment

During the 2005-2006 school year students at Air Base Elementary participated in expanded curricular and extra curricular activities. An informal survey administered during the 2005-2006 school year indicated that parents feel strongly that their children need to increase their participation in the fine arts program.

Measurable Objective

Given instruction through the fine arts program, using the Sunshine State Standards, the students will be afforded opportunities to attend the expanded curricular and extra curricular offerings as evidenced by 10 percent student participation for the 2006- 2007 school year as compared to 8 percent student participation for the 2005- 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite parents and community to talent showcases and exhibits.	Administration, Lead Teacher, Teacher	08/07/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in community projects.	Administration, Lead Teacher, Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide opportunities for participation in after school clubs such as: Art, Book Bunch, Cooking, Geography, International Dancers, Journalism, Music, Sports, Story Telling, and United Nations Student Government.	Club Sponsor	08/07/2006	05/30/2007	District Strategic Plan	\$8000.00
Encourage the faculty, staff, and students to participate in monthly celebrations, such as: Hispanic Heritage, Red Ribbon, Black History, Reading Around the World and Evening In Paris.	Administration, Lead Teacher, Teacher	08/07/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

This objective will be evaluated by sign-in logs showing expanded curricular and extra curricular offerings demonstrating five percent increased participation.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Air Base Elementary will rank at or above the 80th percentile statewide in the Return on Investment(ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Air Base Elementary School ranked at the 64 percentile on the State of Florida ROI index. Analyzing the data there is a need for improvement.

Measurable Objective

Air Base Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication based upon the publication of the next statement.

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.	Administration	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Administration	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration, EESAC	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities by partnering with community agencies.	Administration, EESAC	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

Air Base Elementary will rank at the 80th percentile on the next State of Florida ROI index publication.

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 recommended that a programmatic needs assessment be utilized to assist with the development of the school budget. Pertinent aspects of the budget were reviewed at monthly meetings.

Training:

The EESAC recommended the identification of reading/language arts and mathematics training as critical in all grade levels.

Instructional Materials:

The EESAC recommended the utilization of instructional materials that support the objectives of the School Improvement Plan.

Technology:

The EESAC recommended infusing technology into the curriculum to support the School Improvement Plan strategies.

Staffing:

The EESAC recommended assigning individual stakeholder groups the responsibility of maintaining attendance checks on excused and unexcused absences.

Student Support Services:

The EESAC recommended incorporating strategies in the School Improvement Plan that provide the community with support services.

Other Matters of Resource Allocation:

The EESAC recommended that the Volunteer Coordinator continue efforts to support the School Improvement Plan by providing volunteer services.

Benchmarking:

The EESAC recommended reviewing the status of the School Improvement Plan progress and submitting the appropriate mid-year documentation.

School Safety & Discipline:

The EESAC recommended reviewing schoolwide disciplinary expectations at all levels. Schoolwide recognition programs reward academic achievement, positive behavior, and good attendance to ensure a secure and comfortable environment for our school community.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$8,000.00
Goal 2: Mathematics	\$4,000.00
Goal 3: Writing	\$4,500.00
Goal 4: Science	\$3,000.00
Goal 5: Parental Involvement	\$1,000.00
Goal 6: Discipline & Safety	\$1,250.00
Goal 7: Technology	\$16,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$8,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$45,750.00

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