

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Air Base Elementary School (0041)

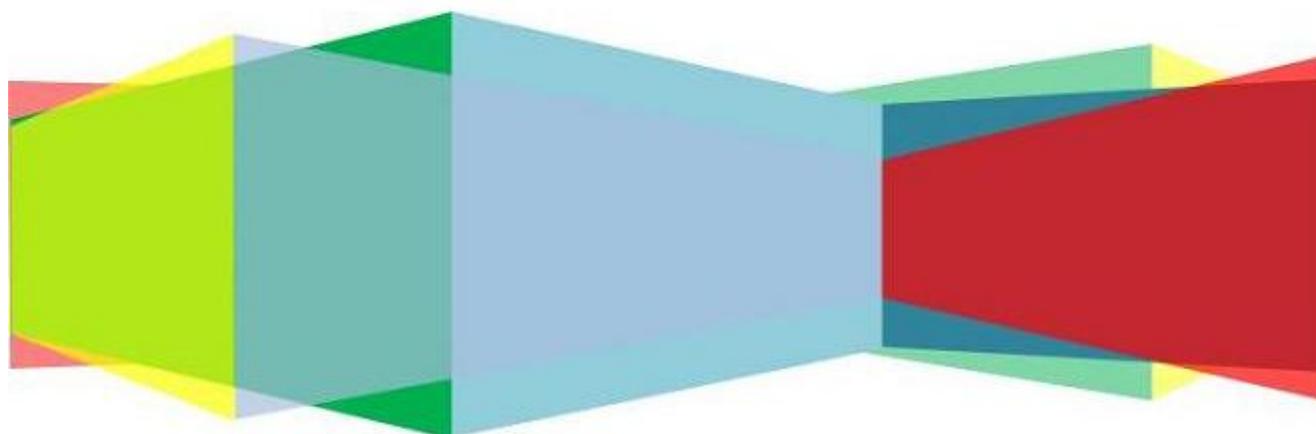
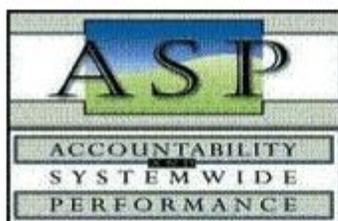
Feeder Pattern - Homestead Senior

Regional Center VI

District 13 - Miami-Dade

Principal - RAUL CALZADILLA, JR.

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Air Base Elementary School was built in 1958. It became a "School of Choice" in 1995. Air Base Elementary School, The Center for International Education, was designed to provide heightened global perspectives by combining interdisciplinary course work with intensive language and cultural studies within an advanced academic curriculum. 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 nine years and has maintained the State Accountability Grade of "A" for the past six 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 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.

After analyzing and evaluating data such as the Stanford Achievement Test, Florida Comprehensive Assessment Test, the 2006-2007 School Improvement Plan Year-End Progress report, Air Base Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as school wide priorities for the 2007-2008 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 84 percent or more of the students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 87 percent of the students achieving the state required mastery level as documented by scores on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate their proficiency in writing skills, as evidenced by 98 percent of the students achieving the state required mastery level as documented by scores on the 2008 administration of the FCAT.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percent to 61% on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given increased attention to parental involvement, there will be a five percent increase in parental participation/attendance at school sponsored activities, as evidenced by parent participation logs and attendance rosters for the 2007-2008 school year, as compared to those of the 2006-2007 school year.

Given increased attention to the students' daily attendance, the rate will increase by five tenths (.5) percent in the 2007-2008 school year.

Given instruction with an emphasis on the use of technology in education, all students will augment their usage of Reading Plus Program as evidenced by providing students in grade 3 through 5 having a minimum of 30 hours of usage for the 2007-2008 school year.

Given instruction in physical education classes, a minimum of 325 students will earn an award at the silver level of achievement or higher indicating an annual increase of 1 percent award recipients as measured by the FITNESSGRAM, based on the 2007-2008 award winners.

Given emphasis on the benefits of participating in extra curricular programs, the number of students enrolled in extracurricular programs will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

Air Base Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 61st percentile, in 2004-2005, to the 62nd percentile on the next publication of the index.

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, Process Management and Business Results. These categories scored a 4.4. 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 school wide 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 English Language Learner (ELL) and Special Education (SPED).



School Improvement Plan 2007-2008



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.

0041 - 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



School Improvement Plan 2007-2008



Excellence

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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 aspire 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 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, built in 1958 on 9.53 acres serves approximately 650 students (pre-kindergarten through fifth grade) and is located at 12829 SW 272 Street Miami, Florida. Most of the students arrive at school either by bus or by private transportation. As a school without boundaries, the student body is comprised of children residing in areas throughout the District.

Air Base Elementary School, 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 all 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 Team/Department provides instruction in French, Spanish as a second language and advance Spanish for native Spanish speakers. The school's population for 2007-2008 is projected to reach 650 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 15% White, 24% Black, 55% Hispanic, and 7% Asian/ Indian/Multiracial. The school employs a total of 63 full-time teachers two administrators (1 principal and 1 assistant principal), 1 lead teacher, 7 paraprofessionals and 4 support and clerical personnel. The ethnic breakdown of instructional staff is as follows: 33% White, 6% Black and 61% Hispanic. Seventeen percent of the teachers are male, while 53% are female. 32% of the teachers hold master's degrees while 4% have obtained specialist degrees. Areas of certification include Early Childhood Education, Elementary Education, ESOL, French, Mathematics, Spanish, and 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.

The school has an active leadership team known as the "Leadership Cadre". This cadre is comprised of the principal, assistant principal, lead teacher, counselor, one chairperson from each grade level (Kindergarten through fifth grade), one department chairperson representing Foreign Language and Fine Arts and one chairperson representing gifted, SPED and ELL.

The school has Special Education (SPED) population of 10.2%, a gifted population of 11%, and an English Language Learner (ELL) population of 11.5%. Based on the percentage of students receiving free and reduced lunch, 58.5% of the population is from economically disadvantaged homes. Approximately 96% of the students are in attendance daily. The promotion rate is 99%. 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.

Within a nurturing environment, Air Base Elementary will stimulate students' academic skills through a strong curriculum foundation and an international perspective. 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 ELL 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 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 Self Assessment survey completed by the school site faculty and staff indicate that Leadership ranked at the highest category a 4.7 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 4.4 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 4.6 out of a possible 5 points. This indicates 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 provide 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 4.5 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 members 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 4.6 out of a possible 5 points. This indicates that staffs are adept at measuring, reviewing, and analyzing the quality of their work. Data is utilized to monitor progress on a daily basis. The staffs' 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 4.4 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



School Improvement Plan 2007-2008



Performance Results:

Results of this category, with an average score of 4.4 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 7 consecutive years as well as making 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



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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.
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Reading 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:

Thirty percent of students in grade three were reading below grade level, while 70 percent scored at or above grade level. Sixty seven percent of these students have mastered the words/phrases components of the FCAT. Sixty five percent have mastered the main idea/author's purpose components of the FCAT. Seventy one percent of these students have mastered the comparison components of the FCAT. Fifty percent of these students have mastered the reference/research components of the FCAT.

Twenty seven percent of students in grade four were reading below grade level, while 73 percent scored at or above grade level. Sixty percent of these students have mastered the words/phrases component of the FCAT. Sixty eight percent of these students have mastered the main idea/author's purpose component of the FCAT. Seventy one percent of these students have mastered the comparison component of the FCAT. Seventy five percent of these students have mastered the reference/research component of the FCAT.

Twelve percent of students in grade five were reading below grade level, while 82 percent scored at or above grade level. Sixty seven percent of these students have mastered the words/phrases component of the FCAT. Sixty five percent of these students have mastered the main idea/author's purpose component of the FCAT. Seventy eight percent of these students have mastered the comparisons components of the FCAT. Seventy five percent of these students have mastered the reference/research component of the FCAT.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 84 percent or more of the students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze data from the 2007 FCAT Reading Test in order to identify strengths and weaknesses.	Administration, Lead Teacher, Grade Level Chairs, Reading Leader and Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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.	Teachers, Computer Lab Facilitator	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize the Accelerated Reader program to promote and monitor independent reading in kindergarten through fifth grade.	Media Specialist Reading/Language Arts Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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 Tutors	8/20/2007	6/05/2008	District-wide Literacy Plan	4000
Provide Professional development opportunities for teachers including training on the following: Houghton Mifflin Reading series and FCAT Reading Strategies.	Administration, Lead Teacher, Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Monitor the implementation of the Continuous Improvement Model (CIM).	Administration, Lead Teacher, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize the Air Base Elementary Weekly Focus Calendar as a guideline to incorporate weekly benchmarks within the core curricular program.	Administration, Lead Teacher, Grade Level Chairs, Reading Leader and Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	
Develop model classrooms which can be utilized or hands on BEST PRACTICES sharing.	Administration, Lead Teacher, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	

Research-Based Programs

Houghton Mifflin Reading Core and Intervention
Reading Plus
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 Active 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: Kaegan's Multiple Intelligences.

Evaluation



School Improvement Plan 2007-2008



Achievement of the objective will be accomplished when students demonstrate increased proficiency in reading comprehension, as evidenced by 84 percent of students reaching the state required mastery on the 2008 FCAT.

Student progress will be monitored through ongoing monthly school based assessments and interim assessments. Data will be reviewed by administrators, chairpersons and teachers on an ongoing basis to determine the need of prescribed interventions. Additional assessment instruments that will be used are: Achieve, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Diagnostic Assessment of Reading (DAR), STAR, Voyager, Early Success and Soar to Success. The tutoring program will be evaluated by in-house pre and post tests.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

Students will continue to improve mathematics skills until all are able to function at or above grade level.

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 four 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. Fifty 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.

Seventeen percent of students in grade four scored below level three in mathematics, while 83 percent scored at or above level three. Sixty four 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. Seventy one percent mastered the algebraic thinking component of the FCAT.

Eighteen percent of students in grade five scored below level three in mathematics, while 82 percent scored at or above level three. Sixty two 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 eight 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.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 87 percent of the students achieving the state required mastery level as documented by scores on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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 Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Analyze data from the 2007 FCAT Mathematics Test in order to identify strengths and weaknesses.	Administration Lead Teacher , Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide an uninterrupted daily 60 minute instructional block in mathematics in kindergarten through fifth grade.	Administration, Lead Teacher , Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize and monitor computer-assisted programs, to enhance and remediate students' mathematical skills and performance.	Administration, Lead Teacher, Teachers, Computer Lab Facilitator	8/20/2007	6/05/2008	Other/ Not Applicable	0
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, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	4000
Monitor the implementation of the Continuous Improvement Model (CIM).	Administration, Teachers	8/07/2006	5/30/2007	Other/ Not Applicable	0
Utilize the Air Base Elementary Weekly Focus Calendar as a guideline to incorporate weekly benchmarks within the core curricular program.	Administration, Lead Teacher, Grade Level Chairs, Reading Leader and Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	
Develop a professional learning library created by teachers for teachers to provide a rich resource bank of materials.	Administration, Lead Teacher, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	
Develop model classrooms which can be utilized or hands on BEST PRACTICES sharing.	Administration, Lead Teacher, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	

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 and participate in District professional development.

Evaluation

Achievement of the objective will be accomplished when students demonstrate increased proficiency in mathematics, as evidenced by 87 percent of students reaching the state required mastery on the 2008 FCAT.

Student progress will be monitored through monthly school based assessments and interim assessments. Data will be reviewed by administrators, chairpersons and teachers on an ongoing basis to determine intervention. Additional assessment instruments that will be used are: ACHIEVE, Interim Assessments, Scott Foresman Mathematics Assessments and teacher generated tests.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

Students at Air Base Elementary will continue to improve writing skills until all are at or above grade level.

Needs Assessment

The results obtained from the 2007 FCAT Writing+ Assessment indicate that 98 percent of fourth grade students achieved high standards in writing.

High standards in expository writing were maintained, while the narrative writing test scores increased by three percent. Analysis of the data in grade four indicates evidence of an increase of two percent in the combined score.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will demonstrate their proficiency in writing skills, as evidenced by 98 percent of the students achieving the state required mastery level as documented by scores on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review the results of the District writing pretest and conduct formative quarterly assessments across all grade levels to monitor students' progress.	Administration, Lead Teacher, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Enrich and reinforce student generated models through individual conferences.	Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide parent workshops on best practices to encourage power writing.	Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Generate writing opportunities in special area subjects; such as physical education, music art, foreign language and guidance utilizing the monthly curriculum articulation.	Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize graphic organizers to plan writing responses on a weekly basis in all fourth grade reading and language arts classes.	Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Monitor the implementation of the Continuous Improvement Model (CIM).	Administration, Lead Teacher, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide small group tutorial sessions to remediate deficiencies in writing.	Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	1500
Develop a professional learning library created by teachers for teachers to provide a rich resource bank of materials.	Administration, Lead Teacher, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	
Develop model classrooms which can be utilized or hands on BEST PRACTICES sharing.	Administration, Lead Teacher, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	

Research-Based Programs

Houghton Mifflin Reading Core and Intervention Program

Professional Development

Teachers at Air Base Elementary will be provided the opportunity to participate in the following in-services: District Holistic Writing Scoring, FCAT Writing+ , Reading Plus, Voyager Passport, and the Zelda Glazer Writing Institute.

Monthly professional workshops will be scheduled to provide "best practices" sharing by targeted leadership teams at each grade level.

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 2008 FCAT Writing+ Assessment. Progress monitoring for students will be conducted through district assessments, school-site monthly prompts, and teacher developed evaluation.

Science Goal

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

Florida Education Priorities

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
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Miami-Dade County Public Schools

District Strategic Plan

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Science Statement

Students will continue to improve science processing skills until all are proficient.

Needs Assessment

The results of the 2007 Science test administration reflect 51 percent of our students met high standards. These scores reflect a decrease of 3 percent as compared to the 2006 administration of the Science FCAT/SSS. Sixty seven percent of these students mastered the physical/chemical components of the FCAT. Fifty three percent of these students mastered the earth/space components of the FCAT. Fifty eight 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.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percent to 61% on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor students' progress through the administration of a site -authored pre-and post test given to kindergarten through fifth grade students.	Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilizes Scott Foresman's Science kits & Full Option Science System (FOSS) kits to provide hands-on experiences to further develop science skills in kindergarten through fifth grade.	Science Lab Teacher, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide opportunities for students at all grade levels to explore career choices and develop critical thinking skills through participation in: Air Base Science Fair, Science, Math activities Connecting Kids (SMACK Night) and Invention Convention.	Lead Teacher, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide weekly hands-on experiments and activities through the school's science lab and maintain a portfolio, logging experiments with appropriate vocabulary demonstrating the understanding of the scientific method.	Science Lab Teacher, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	2000
Monitor the implementation of the Continous Improvement Model (CIM).	Administration, Lead Teacher, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize the Air Base Elementary Weekly Focus Calendar as a guideline to incorporate weekly benchmarks within the core curricular program.	Administration, Lead Teacher, Grade Level Chairs, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	
Provide weekly science experiments.	Science Lab Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	

Research-Based Programs

Scott Foresman Science
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

Pre and post school based assessments will be administered to students in grade five to analyze growth. Students in grade five will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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"/>

Parental Involvement 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 2006-2007 school year indicate a 25 percent increase in the level of parent participation in the school based activities when compared to the 2005-2006 school year. Improvement is still needed to increase participation and support from parents in order to insure excellence in student achievement.

Measurable Objective

Given increased attention to parental involvement, there will be a five percent increase in parental participation/attendance at school sponsored activities, as evidenced by parent participation logs and attendance rosters for the 2007-2008 school year, as compared to those of the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a school-based Parent Resource Center available to parents/volunteers during the school day.	Administration, Lead Teacher, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide workshops for parents of ELL, SPED, and Gifted students to review program guidelines.	Administration, Lead Teacher, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
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	08/20/2007	06/05/2008	Other/ Not Applicable	0
Promote and monitor the volunteer program.	Administration, Lead Teacher, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
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	08/20/2007	06/05/2008	Other/ Not Applicable	1000
Encourage attendance at curriculum presentations , such as: Open House, Parent FCAT Information Night , Writing Night and Reading Around the World.	Administration, Lead Teacher, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Encourage parents to utilize the Grade book viewer to offer awareness of their child's progress.	Administration, Lead Teacher, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	

Research-Based Programs

National Standards for Parental Involvement
 Just Read! Florida
 Families Building Better Readers
 Florida Center for Reading Research (Parent component)

Professional Development

Air Base Elementary will offer in-house parent seminars and workshops and provide information on Parent Academy Seminars.

Evaluation

This objective will be evaluated by a 5 percent increase of parental involvement recorded in parent participation logs for the 2007-2008 school year as compared to parent participation logs for the 2006-2007 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Discipline & Safety Statement

The school will provide a safe and secure environment.

The school will continue to offer incentives for student attendance in order to reach an attendance rate of 100 percent in the Miami-Dade County Public Schools Percentage-Of-Attendance Report.

Needs Assessment

A review of the attendance analysis for the 2006-2007 school year indicates that there was a 96 percent rate of students' daily attendance and a top twenty five status in the Miami-Dade County Public Schools Percentage-Of-Attendance Report.

Measurable Objective

Given increased attention to the students' daily attendance, the rate will increase by five tenths (.5) percent in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain the policy which requires students to walk with a buddy whenever leaving the classroom.	Administration, Lead Teacher, Counselor, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Monitor quarterly attendance trends.	Administration, Lead Teacher, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide additional services and interventions to students with a history of absenteeism and tardiness.	Administration, Lead Teacher, Counselor, Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
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	08/20/2007	06/05/2008	Other/ Not Applicable	750
Reward "Character Education" traits with incentives.	Counselor, Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	500
Identify and monitor students with five or more absences or excessive tardiness and place them on probation.	Administration, Lead Teacher, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Identify and monitor safety and discipline concerns through the monthly EESAC meetings.	Administration, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Announce classes with one hundred (100) percent attendance on a daily basis.	Administration, Media Specialist, Lead Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Reward perfect attendance each semester with bicycle giveaway, provided by Commissioner Greer.	Administration, Lead Teacher,	08/20/2007	06/05/2008	Other/ Not Applicable	0
Recognize students for positive behavior through "Do the Right Thing" program.	Administration, Lead Teacher, Counselor, Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

The school counselor will offer training to the staff in conflict resolution, peer mediation, and bully-free techniques to maximize students' daily attendance in a safe and secure environment.

Evaluation

This objective will be evaluated by the monitoring of the monthly attendance report and reviewing the results of the 2007-2008 School Attendance Percentage Report to ensure that Air Base Elementary will achieve a top ten status in Region VI.

Technology Goal

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

Florida Education Priorities

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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Technology Statement

Increase the usage of technology to enrich high performance of higher achieving students to provide intervention.

Needs Assessment

Air Base Elementary technology analysis indicates a demand for additional hardware, technological support and general access to technology. It also indicates a need to purchase supplemental mathematics software. Staff survey indicates a need for staff development in interactive technology, telecommunications and multimedia resources.

Measurable Objective

Given instruction with an emphasis on the use of technology in education, all students will augment their usage of Reading Plus Program as evidenced by providing students in grade 3 through 5 having a minimum of 30 hours of usage for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize technological resources: AR (Accelerated Reader), STAR, Riverdeep, and FCAT Explorer to remediate and enrich student academic achievement.	Teacher, Computer Lab Facilitator	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide opportunities for students in kindergarten through fifth grade to apply interactive technology and create multimedia projects in the computer lab.	Teachers, Computer Lab Facilitator,	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide ongoing staff development in the use of interactive technology, telecommunications, and multimedia resources.	Administration, Computer Lab Facilitator	08/20/2007	06/05/2008	Other/ Not Applicable	4000
Promote the use of online data base to locate information for research projects.	Administration, Teachers, Computer Lab Facilitator	08/20/2007	06/05/2007	Other/ Not Applicable	0
Promote the use of online data base to locate information for research projects.	Administration, Teachers, Computer Lab Facilitator	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide the Integration of multiple resources through the use of Smart Boards.	Teachers, Technology Facilitator	08/20/2007	06/05/2008	Other/ Not Applicable	

Research-Based Programs

Riverdeep Destination
Reading Plus

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

Air Base Elementary will utilize the Reading Plus usage reports to indicate attainment of the objective.

Health & Physical Fitness Goal

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

Florida Education Priorities

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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"/>

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

Health & Physical Fitness 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 2006-2007 FITNESSGRAM assessment data indicated that 321 students earned a silver award or higher.

Measurable Objective

Given instruction in physical education classes, a minimum of 325 students will earn an award at the silver level of achievement or higher indicating an annual increase of 1 percent award recipients as measured by the FITNESSGRAM, based on the 2007-2008 award winners.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide instruction that emphasizes making healthy choices regarding food selection, proper sleep habits, and weight reduction and/or maintenance.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilizing the FITNESSGRAM, a pre-test will be administered to determine a baseline needs assessment.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Increase student track distances progressively to build confidence and proficiency.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Insure that the daily calisthenics opening activity addresses cardiovascular, flexibility, and muscular strength, and endurance.	Administration, Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Emphasize progressive fitness/endurance activities that will improve cardiovascular, flexibility, and muscular strength.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

“Moving into the Future: National Standards for Physical Education”

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 325 students will earn an award at the silver level of achievement or higher indicating an annual increase of 1 percent.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas 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 2006-2007 school year 40 percent of the students at Air Base Elementary participated in expanded curricular and extra curricular activities. An informal survey administered during the 2006-2007 school year indicated that parents feel strongly that their children need to increase their participation in the expanded curricular and extra-curricular fine arts program.

Measurable Objective

Given emphasis on the benefits of participating in extra curricular programs, the number of students enrolled in extracurricular programs will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Invite parents and community to talent showcases and exhibits.	Administration, Lead Teacher, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Participate in community projects.	Administration, Lead Teacher, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
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	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide Drama and Journalism opportunities through the after school Academic Excellence Program	Administration Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	
Provide a variety of clubs on alternate Wednesday to enrich the Fine Arts	Administration Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	

Research-Based Programs

N/A

Professional Development

Teachers and staff members will participate in professional development and stay abreast of current club trends through the use of journals and the internet.

Evaluation

This objective will be evaluated by sign-in Logs showing expanded curricular and extra curricular offerings demonstrating ten percent increase in student participation from the 2006-2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment Statement

Air Base Elementary Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Air Base Elementary School ranked at the 61st percentile on the State of Florida ROI index.

Measurable Objective

Air Base Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 61st percentile, in 2004-2005, to the 62nd percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Remain informed about the use of financial resources in relation to school programs.	Administration	08/20/2007	06/05/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Administration	0820/2007	06/05/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration, EESAC	08/20/2007	06/05/2008	Other/ Not Applicable	0
Consider shared use of facilities by partnering with community agencies.	Administration, EESAC	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Teachers and staff at Air Base Elementary will be provided inservices on the use of financial resources in relation to school programs.

Evaluation

Air Base Elementary will rank at the 62nd percentile on the next State of Florida ROI index publication.

Other Goal

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

Florida Education Priorities

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

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

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 reviewed the Professional Development Survey, they made recommendations to provide professional development to teachers in the areas of CRISS, the Big 5, Hands on mathematics and science and classroom management.

Instructional Materials:

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

Technology:

The EESAC reviewed the technology needs assessment and made recommendations as to a plan of action to continue efforts to increase hardware and software within the next three years.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC recommended that the Volunteer Coordinator continue efforts to recruit volunteers.

Benchmarking:

The EESAC recommended reviewing the School Improvement Plan periodically for accountability and progress of mid year/end of the year documentation.

School Safety & Discipline:



School Improvement Plan 2007-2008



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
Reading	4000
Mathematics	4000
Writing	1500
Science	2000
Parental Involvement	1000
Discipline & Safety	1250
Technology	4000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	17750



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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