
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0261 - Bel-Aire Elementary School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Dr. Columbus Williams, Jr.

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Bel-Aire Elementary School

Bel-Aire Elementary School, located in the Perrine-Cutler Ridge area, serves children in pre-kindergarten through fifth grade. Currently, the school serves approximately 600 students with over 90 percent receiving free or reduced priced meals. Built in 1969, the classrooms in the main building were constructed in the pod configuration. New construction was completed in 1998. This construction added a new media center, art and music suite, two primary classrooms, and a physical education shelter. In 2005, a modular building was constructed adding eleven new classrooms.

The staff at Bel-Aire Elementary School recognizes that good instruction is the foundation that fosters learning. Using the data collected from the School Performance Survey, standardized tests, and the School Climate Survey, staff will implement professional development to improve student achievement. Collaboration with local universities and the Teacher Education Center will ensure that all professional development experiences will focus on strategies that target are students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure that all professional development activities result in effective classroom instruction. The administration will work with the school's staff to implement strategies that will strengthen areas identified in the following objectives:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 64 percent of students reaching the state required mastery level on the 2006 reading test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 54 percent of the students reaching the state required mastery level on the 2006 mathematics test.

Given instruction in the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 84 percent of students reaching the state required mastery level as documented by the scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidence by an increase of five points in the mean scale score on the 2006 administration of the

FCAT Science Test.

Given schoolwide emphasis on parental involvement, there will be a five percentage point increase in the number of parents attending parent inservice workshops during the 2005-2006 school year as compared to 2004-2005 school year as evidenced by attendance sign-in logs.

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of student referrals during the 2005-2006 school year as documented by the Student Case Management Executive Summary.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of three workshops on the use of technology during the 2005-2006 school year as documented by the sign in logs.

Given school-wide support for increasing student health and physical fitness, Bel-Aire students in grade four and five will improve their fitness as evidenced by a three percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

Given instruction using pieces of visual art, students in second grade will improve their appreciation of visual art as evidence by 50 percent of the students being able to write a descriptive summary about a piece of visual art.

Bel-Aire Elementary School will improve its ranking on the State of Florida ROI index publication from the 40th percentile in 2003-2004 school year to the 45th percentile on the next publication of the index.

Through careful analysis and evaluation of relevant data from the School Foundation section, the staff at Bel-Aire Elementary School will work to enhance each component; however, increased emphasis will be placed on Education Design and District Strategic Planning. These components were identified because the data indicated that these areas were rated lower than other areas on the survey. To improve the ratings in these areas, school-based committees will be formed. These committees will develop strategies that will address how the staff can be included in strategic planning and how the staff can be given more control over the work process. In-house surveys will be conducted to measure the effectiveness of this plan.

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.

Bel-Aire Elementary School

VISION

Bel-Aire Elementary School, with the combined efforts of the family and community, envisions our students as confident, caring, well-educated individuals who will become active, successful, productive members of the society.

MISSION

The community, faculty, and staff of Bel-Aire Elementary School are committed to empowering Bel-Aire's multicultural students to attain their ultimate potential for academic excellence, social adaptability, physical and emotional well-being and economic security, with a global perspective.

CORE VALUES

Bel-Aire Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school. We are dedicated to quality: quality of service, quality of relationships, and quality of communications. We believe that school should be a place of realized potential and that our responsibility is to our students, our employees, and the community that we serve.

School Demographics

School Location/Characteristics

Bel-Aire Elementary School is located in the Perrine-Cutler Ridge area, in the South Miami-Dade County at 10205 S.W. 194th Street, Miami, Florida 33157. The thirty-five year old original building was constructed with open space classrooms. A media center housing state-of-the-art closed circuit television system; a music and art suite; and two primary classrooms were built in 1998. In addition, the school has ten portable classrooms, and eleven classroom module building constructed in 2005. The school has a Polycom Video Conferencing Unit for distance learning and has closed circuit television which broadcasts the morning announcements, special programs and parent information.

Student Membership/Demographics/Ethnicity

Bel-Aire Elementary serves children in pre-kindergarten through fifth grade. Currently, the school serves approximately 600 students with over 90% receiving free or reduced priced meals. The ethnic/racial make-up of the student population is 53 percent African American, 36 percent Hispanic, 6 percent White Non-Hispanic and 5 percent Asian/Indian or Multiracial. The mobility index is 40. Many Bel-Aire students are bussed to school and often households are headed by a single parent.

Teacher Demographics

Bel-Aire Elementary School employs a total of 55 full-time and 13 part-time staff members. The ethnic breakdown of the instructional staff is 33 percent White, 33 percent Hispanic, and 33 percent African-American. The instructional team includes two administrators, 23 classrooms teachers; three exceptional student education teachers; two hourly teachers; one guidance counselor; one media specialist; teachers for art, music, physical education and speech; one ESOL and two Spanish teachers; one Reading Coach, one mathematics facilitator; three full-time and two part-time paraprofessionals, one parent aide, community involvement specialist, and one pool substitute. Bel-Aire also receives the services of a school psychologist, a school social worker and a placement specialist from Regional Center VI. The support staff is composed of four clerical employees, 14 custodial and cafeteria service workers, two security monitors, and a part-time zone mechanic.

Unique Features

Bel-Aire Elementary School is a Professional Development School associated with the University of Miami. Faculty members from the university work with Bel-Aire teachers and administrators to provide quality teacher training and supervised classroom experiences. Additionally, this school works with the university to provide opportunities for field experiences and classroom observation. Numerous interns complete their student teaching with Bel-Aire faculty as clinical teachers. In addition, the University of Miami offers graduate training on the Bel-Aire campus leading to a Master's degree in Reading and Exceptional Student Education. Graduate students enrolled in this program have provided reading tutoring in the after school programs. A faculty member from the University of Miami serves as Professor-in-Residence for Bel-Aire Elementary, and university faculty conduct research and provide staff training. Students from Bel-Aire Elementary have the opportunity to visit the main campus of the University of Miami to learn how to prepare themselves for the college experience.

Through funding from the CitiBank Family Tech Grant, Bel-Aire Elementary School provides training in technology for teachers, students, and families from the local community. In addition, children from selected classes are provided with refurbished computers for use at home. Through the Elementary Academic Excellence Program, children are offered opportunities to improve their communication skills and receive enrichment experiences in hand-on science. The Big Brothers and Big Sisters Organization

is actively involved in Bel-Aire providing encouragement and emotional support. Bel-Aire houses a Parent/Family Resource Center, where a Community Involvement Specialist offers resources, meetings, and demonstrations to help families support student learning and achievement.

School Foundation

Leadership:

According to the percentage of staff who have responded to the online survey, LEADERSHIP received a ranking of 4.0 which is slightly above the "FREQUENTLY" mark. The staff agreed the most with question 1a, "I know my organization's mission" (what it is trying to accomplish). Whereas the staff least agreed with item 1g, "My organization asks me what I think."

District Strategic Planning Alignment:

According to the percentage of staff who have responded to the online survey, DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 3.6 which is slightly below the "FREQUENTLY" mark. The staff agreed the most with question 2c, "As it plans for the future, my organization asks for my ideas." Whereas the staff least agreed with item 2a, "My organization asks me what I think."

Stakeholder Engagement:

According to the percentage of staff who have responded to the online survey, CUSTOMER AND MARKET FOCUS received a ranking of 4.0, which is right at the "FREQUENTLY" mark. The staff agreed the most with question 3a, "I know who my most important customers are." Whereas the staff least agreed with item 3e, "I ask my customers if they are satisfied or dissatisfied with my work."

Faculty & Staff:

According to the percentage of staff who have responded to the online survey, HUMAN RESOURCES FOCUS received a ranking of 3.8, which is right at the "FREQUENTLY" MARK. The staff agreed most with question 5b, "I can make changes that will improve my work." Whereas the staff least agreed with items 5c, "My supervisor encourages me to develop my job skills so that I can advance in my career," 5d, "I am recognized for my work," and 5f, "my supervisor and my organization care about me."

Data/Information/Knowledge Management:

According to the percentage of staff who have responded to the online survey, MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT received a ranking of 4.1, which is slightly above the "FREQUENTLY" mark. The staff agreed the most with questions 4a, "I know how to measure the quality of my work," 4b, "I know how to analyze (review) the quality of my work to see if changes are needed," and 4c, "I use these analyses for making decisions about my work." Whereas the staff least agreed with 4e, "I get all of the important information I need to do my work," and 4f, "I get the information I need to know about how my organization is doing."

Education Design:

According to the percentage of staff who have responded to the online survey, PROCESS MANAGEMENT received a ranking of 3.8, which is slightly below the "FREQUENTLY" mark. The staff agreed the most with questions 6b, "I collect information (data) about the quality of my work," and 6c, "We have good processes for doing our work." Whereas the staff least agreed with items 6d, "I have control over work process."

Performance Results:

According to the percentage of staff who responded to the online survey, BUSINESS RESULTS received a ranking of 3.8 which is slightly below the "FREQUENTLY" mark. The staff agreed the most with question 7b, "My work products meet all requirements for high quality and excellence." Whereas the staff least agreed with item 7c, "I know how well my organization is doing financially."

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Bel-Aire Elementary School is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate that documents the completion of a bachelor's degree and knowledge of subject area(s) taught. No teachers are teaching out-of-field. The teachers currently identified are listed below by name, employee number and teaching assignment. Lingle, Stephanie 244925, Pre-K; Ojeda, Naidiana 240535, Pre-K; Dieppa, Amy 142050, Kindergarten; Johnson, Emmala 108611, Kindergarten; Lawson, Lillian 150953, Kindergarten; Delgado, Irene 176952; Alexander, Awanna 210714, First Grade; Burney, Ethel 057554, First Grade; Dye, Sharma 242662, First Grade; Mantilla, Yadis 236762 First Grade; Second Grade; White, Melissa 235312; Prada, Armando 153949, Second Grade; Lazier, Linda 142051 Second Grade; Willis, Clare 136944, Second Grade; Cue, Elizabeth 254432, Third Grade; Daly, Lori 205625, Third Grade; Franklyn, Denise 259940, Third Grade; Manzueta, Mary 023487, Third Grade; Baeza-Smith, Gabriela 260302 , Third Grade; Crear, Elizabeth 165023, Fourth Grade; Gregory, Joan 248271, Fourth Grade; Rosario, Danielle 257221, Fourth Grade; Smith, Elsy 257134, Fifth Grade; Williams, Voniecer 219883, Fifth Grade; Quinonez, Jill 240684, Fifth Grade; Passmore, Celethia 213801 , Reading Coach; Leone, Desiree 199918 hourly math tutor; Wilson, Kaljanea 261523, Exceptional Student Education; Gibbs, Beverly 188251, Exceptional Student Education; Posada, Elizabeth 272105; Exceptional Student Education; Dunmire, Christine 072370, Mathematics Leader; Sharpe, Esther 113321, Speech; Lopez, Kathleen 143933, English for Speakers of Other Languages.

• Highly Qualified, Certified Administrators:

The administrative staff of Bel-Aire Elementary School is comprised of a principal and assistant principal.

The principal, Dr. Columbus Williams, Jr., has been a school administrator for eleven years. He received a Bachelors degree from Liberty University, a Masters degree in Administration and Supervision from Nova Southeastern University and a Doctorate in Curriculum and Instruction from Nova Southeastern University. All of his assignments as an administrator have been in the area of curriculum; consequently, he is very knowledgeable of curriculum improvement projects.

His first assignment as an Assistant Principal was at Laura Saunders Elementary School. His work assisting the principal in directing curriculum increased student achievement so that Saunders Elementary was removed from the Govenors' List of Critically Low Performing Schools. His next assignment was Cutler Ridge Elementary School, where he assisted the principal in providing the staff with the support needed to improve student achievement resulting in the school moving from an overall C grade to an A. When Dr. Williams was moved to Avocado Elementary School, he again demonstrated instructional leadership that helped raise student achievement from an overall school grade of C to an A.

Dr. Williams is well known and respected in the local academic community. He has been sought after as a graduate university instructor in Educational Leadership, Instructional Technology and Curriculum. A designer and implementor of workshops, Dr. Williams also has trained administrators in technology innovation and implementation.

Dr. Barbara Moller, Assistant Principal, has worked as a teacher and administrator for the Miami-Dade County Public Schools for over 29 years. She received a Bachelors of Arts in English and Education from Bucknell University, a Masters degree in Special Education from the University of Miami, and a Doctorate of Education in Reading from the University of Miami. Her areas of certification includes Reading, English, Exceptional Student Education, and Administration and Supervision with the

endorsement for Gifted Education. Dr. Moller's experience as an administrator involved program development for gifted students including children with learning disabilities, emotional handicaps, and physical disabilities.

After five years in the Advanced Academic Programs, Dr. Moller became the Supervisor for Curriculum and Recruitment for the Magnet Programs. She opened several successful new magnet programs as part of the federal Magnet Schools Assistance Program. During the past ten years, Dr. Moller has been an assistant principal at Bel-Aire Elementary School, where she has supervised curriculum improvement and implementation of inclusion for Special Education learners. Dr. Moller works closely with the University of Miami in a partnership with Bel-Aire Elementary to train interns and field experience students and provide teacher training.

As the author of numerous successful grants and training initiatives, Dr. Moller acquired resources and scheduled training to bring technology into the classrooms to support instruction. Under Dr. Moller's direction, graduate students from the University of Miami Masters' Program in Reading and Exceptional Student Education have provided diagnostic testing, analytical reports for teachers and parents, as well tutoring to assist struggling readers at Bel-Aire Elementary School.

• Teacher Mentoring:

As a Professional Development School associated with the University of Miami, Bel-Aire Elementary School has been able to train its staff members in clinical supervision. This valuable experience helps teachers work cooperatively and provide quality feedback to their colleagues. Beginning teachers attend the Miami-Dade County Public Schools Orientation for New Teachers. As part of the first year as a full-time teacher, new staff receive assistance from Professional Growth Teams. Other school resources include a Reading Coach, Mathematics Specialist, and the Professor-in-Residence from the University of Miami. Teachers from each grade level plan cooperatively, share instructional strategies and model lessons.

• School Advisory Council:

Known in Miami-Dade County Public School as the Educational Excellence School Advisory Council, EESAC is responsible for decision making at the school level. The EESAC at Bel-Aire Elementary School reviews, analyzes, and evaluates informational data to formulate objectives and establish school-wide priorities. Various concerns related to academic achievement, instructional materials, and resources are addressed at monthly meetings. Membership compliance is ensured by the School Board of Miami-Dade County Public Schools. In addition, EESAC members periodically assist the school in preparing, monitoring, and evaluating the School Improvement Plan.

• Extended Learning Opportunities

Tutoring has been provided using hourly teachers and paraprofessionals working with small groups of children in language arts and mathematics. Students from the University of Miami work with Bel-Aire Elementary students as part of field experience for professional preparation. The Before and After School Program operated by the YMCA also provides assistance with homework and supervises children studying after school.

• School Wide Improvement Model

Bel-Aire Elementary School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step systematic process for making improvements in services.

GOAL 1: READING

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

Florida Education Priorities

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

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

Needs Assessment

Scores of the 2005 FCAT Reading Test indicate that 61 percent of students in grades three through five have scored at or above FCAT Achievement Level 3, a increase of three percentage points over scores of the 2004 administration. Scores of the 2005 FCAT Reading Test indicate that 54 percent of students in grades three through five have demonstrated acceptable levels of learning gains in reading, which is equal to the scores of the 2004 FCAT administration. Scores of the 2005 FCAT Reading Test indicate that 54 percent of students in grades three through five scoring in the lowest 25 percent by grade level have demonstrated acceptable levels of learning gains in reading as compared to the 50 percent required by the FDOE, a decrease of two percentage points over scores of the 2004 administration. Scores of the 2005 FCAT Reading Test indicate that 54 percent of students in grade three have scored at or above FCAT Achievement level three, equal to the scores of the 2004 administration. Scores of the 2005 FCAT Reading Test indicate that 62 percent of students in grade four have scored at or above FCAT Achievement level three, a decrease of one percentage point over scores of the 2004 administration. Scores of the 2005 FCAT Reading Test indicate that 40 percent of students in grade five have scored at or above FCAT Achievement level three, an increase of three percentage points over scores of the 2004 administration.

Grade five was the lowest scoring curriculum group on the 2005 FCAT Reading test. Forty percent of the fifth grade students scored level three or higher on the 2005 FCAT Reading test, as compared to grades three and four scoring an average of 58 percent. An analysis of the 2005 FCAT Reading Content Clusters showed that grades three through five scored lowest in Words/Phrases. Grade three scored 50 percent in Words/Phrases, as compared to grades four

and five scoring an average of 60 percent.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 64 percent of students reaching the state required mastery level on the 2006 reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide guided reading instruction daily to students in grades kindergarten through grade five to improve comprehension skills.	Assistant Principal	8/8/05	5/26/06
Provide students in kindergarten through second grade with systematic and explicit phonics instruction.	Assistant Principal	8/8/05	5/26/06
Conduct bi-weekly tutoring for grades one and two students in phonemic awareness using America Reads! Tutors.	Assistant Principal	8/8/05	5/26/06
Utilize Soar to Success and Passport Voyager to grade three through five students who read below mastery level.	Reading Coach	8/8/05	5/26/06
Work with school site reading resource personnel and Curriculum Support Specialists from the Regional Center to employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Assistant Principal Reading Coach	8/8/05	5/26/06
Implement an instructional focus calendar setting a timeline for benchmark instruction.	Principal, Assistant Principal, Classroom Teachers, Reading Coach	8/8/05	5/26/06
Monitor student progress through the administration of weekly, monthly, and quarterly assessments aligned to the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach	8/8/05	5/26/06
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Principal, Assistant Principal, Reading Coach	8/8/05	5/26/06

Research-Based Programs

The research-based program used at Bel-Aire Elementary School for reading is Houghton-Mifflin Reading Florida Edition. This schoolwide implemented reading basal correlates with the Sunshine State Standards and Grade Level Expectations. The program provides teachers with a variety of activities to assess student needs. Students are instructed in phonemic awareness, phonics, vocabulary, comprehension, and fluency. A variety of formal and informal assessments are used to determine areas in need for further instruction.

Professional Development

The Reading Coach will demonstrate lessons using research-based reading materials for reading. Attendance and participation at the Just Read, Florida! Coaches Conference, content trainings, access to the Just Read, Florida! website and the Florida Center for Reading Research website will provide the Reading Coach with the awareness and understanding of research-based reading materials. The Reading Coach will conduct model lessons using the Houghton Mifflin Reading program, Early Success, Soar to Success, Elements of Reading: Vocabulary and Voyager Passport.

The principal and coach will provide an in-service on the K-12 Comprehensive Research-Based Reading Plan (CRRP) during pre-planning days. New teachers will be provided with training on the CRRP during their orientation and induction program which takes place prior to the opening of schools. Additionally, information and training for teachers, principals, assistant principals, support personnel, student services personnel, and support team members will be provided through the Region Center and school site opening of schools meetings.

Evaluation

The 2006 FCAT Reading Test will be administered in March of 2006 to determine students scoring at state required mastery. Weekly benchmark assessments will be used to monitor and evaluate student progress. In addition, DIBELS will be used to evaluate students in phonemic awareness, phonics, comprehension, vocabulary, and fluency.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

Scores of the 2005 FCAT Mathematics Test indicate that 48 percent of students in grade 3 have scored at or above FCAT Achievement Level 3, an decrease of ten percentage points over the scores of the 2005 administration. Scores of the 2005 FCAT Mathematics Test indicate that 45 percent of students in grade 4 have scored at or above FCAT Achievement Level 3, a decrease of two percentage points over scores of the 2004 administrations. Scores of the 2005 FCAT Mathematics Test indicate that 35 percent of students in grade 5 have scored at or above FCAT Achievement Level 3, an increase of 8 percentage points over the scores of the 2004 administration.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 54 percent of the students reaching the state required mastery level on the 2006 mathematics test.

Given instruction in the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize FCAT Explorer, Access2Learn, and Riverdeep on a daily basis to improve the math skills of the students in grades kindergarten through five.	Math Facilitator	8/8/05	5/26/06
Provide instruction through performance based activities incorporating the use of manipulatives, critical thinking, and problem solving to students in grades kindergarten through five.	Assistant Principal	8/8/05	5/26/06
Conduct parent workshops to assist parents with home learning activities in mathematics.	Math Facilitator	8/8/05	5/26/06
Provide inservice instruction to all staff in Sunshine State Standards (SSS) strategies and critical thinking skills to enhance instruction.	Assistant Principal	8/8/05	5/26/06
Implement the Competency-Based Curriculum and Sunshine State Standards.	Assistant Principal	8/8/05	5/26/06
Identify the students in all subgroups scoring below state required mastery on the 2005 FCAT Mathematics test as delineated in AYP data and implement a tutorial program to address the mathematics deficiencies of students	Assistant Principal	8/8/05	5/26/06
Implement daily SuccessMaker computer software program activities to enhance individual mathematics skills of students in grades three through five.	Math Facilitator	8/8/05	5/26/06
Assess and evaluate student progress on a bi-weekly basis in grades kindergarten through five	Principal, Assistant Principal, Math Facilitator, Classroom teachers.	8/8/05	5/26/06

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Research-Based Programs

Bel-Aire Elementary School uses the core mathematics program published by Scott Foresman, which has been adopted by the State of Florida. In addition, students use SuccessMaker and Riverdeep.

Professional Development

Bel-Aire Elementary faculty will participate in professional development activities that focus on using the mathematics textbook series to achieve state standards. Inservice activities will also focus on SuccessMaker and Riverdeep. Additional mathematics technology training will be provided by the microsystem technician during common planning times.

Evaluation

The 2006 FCAT Mathematics Test will be administered in March of 2006 to determine students scoring at state required mastery. Bi-Weekly benchmark assessments will be used to monitor and evaluate student progress.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

All students will be able to communicate effectively through writing.

Needs Assessment

Scores of the 2005 FCAT Writing Test indicate that 74 percent of students in grade four scored 3.5. or higher on the 2005 FCAT Writing Test. The Economically Disadvantaged subgroup scored three percentage points less in 2005 than 2004.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 84 percent of students reaching the state required mastery level as documented by the scores of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students not meeting state writing requirements, as delineated in AYP results, and offer daily tutorial services to assist in enhancing writing skills.	Reading Coach	8/8/05	5/26/06
Utilize Teach Me Writing strategies in grades kindergarten through five to increase amount of daily writing performed by students.	Assistant Principal	8/8/05	5/26/06
Analyze writing pre-test scores to identify students in need of intensive instruction in writing.	Reading Coach	8/8/05	5/26/06
Implement extension and elaboration strategies using one writing sample per week in grades three through five.	Assistant Principal	8/8/05	5/26/06
Increase opportunities for expository and narrative writing in the fourth grade by writing across the curriculum.	Reading Coach	8/8/05	5/26/06
Conduct monthly writing assessments to monitor the progress of the kindergarten through fifth grade writing plan.	Principal, Assistant Principal, Reading Coach, classroom teachers.	8/8/05	5/26/06

Research-Based Programs

The Research-based program used at Bel-Aire Elementary School is Teach Me Writing.

Professional Development

Teachers in kindergarten through fifth grade will be trained in Teach Me Writing. New teachers in grade three, will attend Project D.R.A.W. inservices. Additional training in writing strategies will be provided by the Reading Coach during grade level planning.

Evaluation

The 2006 FCAT Writing Test will be administered in February of 2006 to determine students scoring at state required mastery. Monthly writing assessments will be used to monitor and evaluate student progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

After analyzing current data, it was concluded that fifth grade students need to improve their science skills from a present 246 to a minimum 251 mean scale on the 2005 FCAT Science Test. Scores on the 2005 FCAT Science Test indicated that the fifth grade students scored less than 50 percent in each content cluster.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the schoolwide instructional plan using pretests, progress tests, and posttest.	Assistant Principal	8/8/05	5/26/06
Conduct hands-on activities using FOSS kits in grades kindergarten through five.	Assistant Principal	8/8/05	5/26/06
Conduct project focused Science activities for students in grades kindergarten through five.	Assistant Principal classroom teachers.	8/8/05	5/26/06
Develop a science instructional calendar for grades kindergarten through five.	Principal Assistant Principal	8/8/05	5/26/06

Research-Based Programs

The research-based program used at Bel-Aire Elementary School for Science is Harcourt Brace. These schoolwide implemented science programs correlate with the Sunshine State Standards and Grade Level Expectations.

Professional Development

Instructional practices at Bel-Aire Elementary School have been improved through the use of in-house science workshops. Further workshops will be offered in the effective usage of FOSS Kits and the utilization of the science laboratory.

Evaluation

The 2006 FCAT Science Test will be administered in March of 2006 to determine if the mean score of students in grades five meets or exceeds the state mean score. Monthly science assessments will be used to monitor and evaluate student progress in grades kindergarten through five.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

The 2004-2005 Parental Involvement Logs indicate that 26 percent of the parents were involved in school offered activities, workshops and inservices which provided strategies to assist parents in helping their children with academic and social improvement. There is a need to get more parents involved in family literacy, high school completion, and English as Second Language classes.

Measurable Objective

Given schoolwide emphasis on parental involvement, there will be a five percentage point increase in the number of parents attending parent inservice workshops during the 2005-2006 school year as compared to 2004-2005 school year as evidenced by attendance sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a Community Involvement Specialist as a liason to visit homes, provide written communications, and coordinate parent workshops.	Community Involvement Specialist	8/8/05	5/26/06
Conduct a "needs survey" to determine the individual needs of the parents in the school community and then provide appropriate activities, inservices and workshops.	Assistant Principal	8/8/05	5/26/06
Provide parents with a Parent Resource Room that has equipment, materials, and supplies available to provide academic and social support.	Assistant Principal	8/8/05	5/26/06
Provide opportunities for parent participation in decision-making groups such as Educational Excellence School Advisory Council (EESAC) and the Parent Teacher Association (PTA).	Assistant Principal	8/8/05	5/26/06
Utilize the Parent Compact to promote the home-school connection.	Community Involvement Specialist	8/8/05	5/26/06
Increase communication through the use of a monthly parent calendar to ensure parental awareness and involvement in their children educational process.	Community Involvement Specialist	8/8/05	5/26/06
Conduct a monthly parent workshop to foster a positive home/school connection.	Assistant Principal	8/8/05	5/26/06

Research-Based Programs

National Standards Parental Involvement Program.

Professional Development

N/A

Evaluation

This objective will be evaluated by parental activity/workshop sign-in sheets, returned signed Parent Compacts, volunteer rosters, and Community Involvement Specialist's records.

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.)

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

GOAL 6 STATEMENT:

Promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. This is evident through the executive summary report of Student Case Management and the School Climate Report. This 2004-2005 report shows that 149 students were referred for general disruptive conduct, 119 for fighting, 114 for defiance of school personnel or authority, and 30 for rude and discourteous behavior. An analysis of this report indicates a need for a decrease in the behaviors indicated above. Decrease in the negative behavior will help to create a safe and orderly environment.

Measurable Objective

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of student referrals during the 2005-2006 school year as documented by the Student Case Management Executive Summary.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct professional development to assist teachers with classroom management.	Teachers trained in Professional Development Teams	8/8/05	5/19/06
Provide each student and parent with a copy of the Code of Student Conduct.	School Guidance Counselor	8/8/05	5/19/05
Contact families to request administrative conferences when teachers have been unsuccessful in resolving problems regarding student behavior.	Community Involvement Specialist	8/15/05	5/19/06
Develop a schoolwide discipline plan.	Principal Assistant Principal	8/8/05	5/26/05

Research-Based Programs

This school will explore the feasibility of implementing the COMER School Program.

Professional Development

All teachers will receive professional development in the following areas: intervention skills for dealing with violent and potentially violent students, conflict resolution, classroom management that promotes student self-discipline, and counseling of at-risk students.

Evaluation

This goal will be measured by comparing the data from the 2005 Student Case Management Report to the 2006 Student Case Management 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.)

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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"/>

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

Due to the implementation of the electronic gradebook, all teachers will need enhanced skills in the use of technology. Furthermore, technology will be intergrated into reading and math intervention strategies.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of three workshops on the use of technology during the 2005-2006 school year as documented by the sign in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use the Citibank Family Tech grant to provide free computers and training to families.	Citibank Family Tech Teacher Leaders	10/12/05	4/7/06
Conduct Edusoft workshops for all classroom teachers.	Computer Technician	10/24/05	5/19/06
Use Edusoft in grades kindergarten through five to analyze school-developed test data.	Computer Technician	9/12/05	5/24/06
Utilize computer-assisted instruction in the reading and math intervention labs for students in grades kindergarten through five.	Computer Technician Reading Leader Title I Math Leader	9/12/05	5/19/06

Research-Based Programs

Riverdeep

Professional Development

Teachers will participate in the following professional development/training sessions: Edusoft, Electronic Grade Book, and FCAT Explorer.

Evaluation

Progress will be monitored by teachers' attendance, sign in logs and training packets. In addition, students progress reports and projects will be evaluated and/or displayed.

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.)

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

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM, 51 percent of all students in grade four and 38 percent of all students in grade five had passing scores. These results indicate a need for the fourth and fifth grade students to become more physically active and health conscious.

Measurable Objective

Given school-wide support for increasing student health and physical fitness, Bel-Aire students in grade four and five will improve their fitness as evidenced by a three percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Instruct students in ways to improve their fitness and overall health.	Physical Education Teachers	8/8/05	5/26/06
Administer a pre and post test to establish individual goals and determine end of the year progress.	School Nurse Health Aides	8/8/05	5/26/06
Develop a scope and sequence that gradually incorporates the required minimum health related standards.	Physical Education teachers Classroom teachers	8/8/05	5/26/06
Ensure that daily calisthenics opening routine addresses cardiovascular, flexibility and muscular strength and endurance.	School Nurse Guidance Counselor	8/8/05	5/26/06
Provide fitness information to parents through the Physical Education Program and the School Nurse and Health Aide.	School Nurse School Health Aide, Physical Education Teacher	8/8/05	5/26/06

Research-Based Programs

N/A

Professional Development

The School Nurse and Physical Education Teacher will conduct workshops with kindergarten through grade five teachers related to health and physical fitness.

Evaluation

Evaluation will be based upon the results of the 2005-2006 FITNESSGRAM in comparison to the 2004-2005 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Students in second grade will develop an appreciation for the arts through the use of visual arts activities.

Needs Assessment

A University of Miami survey conducted with the second grade students indicates that these students lacked exposure to the visual arts. The survey demonstrated that none of the students recognized the drawings they were shown.

Measurable Objective

Given instruction using pieces of visual art, students in second grade will improve their appreciation of visual art as evidenced by 50 percent of the students being able to write a descriptive summary about a piece of visual art.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pretest to determine the second grade students' knowledge of visual art.	Classroom teachers	8/8/05	5/26/06
Conduct visual arts instructions and have the second grade students write brief paragraphs to describe the piece of art.	Classroom teachers	10/17/05	5/26/06
Evaluate the second grade students progress through descriptive writing summaries of art.	Assistant Principal Classroom teachers	10/17/05	5/26/06
Train the second grade teachers to teach visual arts writing activities.	Second grade teachers assistant principal	10/14/05	5/26/06

Research-Based Programs

N/A

Professional Development

The second grade teacher will attend four half-day workshops at the University of Miami's Lowe Art Museum, where they will receive instruction on the implementation of this program. Additionally, these teachers will receive in-class support from the university.

Evaluation

The second grade students will receive a pre and post test. Post test results will be compared to the pretest results. Fifty percent of the second grade students must be able to write a descriptive summary about a piece of visual art.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Bel-Aire Elementary will rank at or above the 45th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates the Bel-Aire Elementary School ranked at the 40th perecentile on the State of Florida ROI index for the 2003-2004 school year, an increase of two percentage points from the ROI index for the 2002-2003 school year.

Measurable Objective

Bel-Aire Elementary School will improve its ranking on the State of Florida ROI index publication from the 40th percentile in 2003-2004 school year to the 45th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. grants, private foundations, volunteer networks.	Principal, Assistant Principal, Reading Coach, Math Facilitator	8/8/05	5/26/06
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/8/05	5/26/06
Collaborate with the district on resource allocations.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/8/05	5/26/06
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/8/05	5/26/06

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

Progress documented on the State of Florida ROI index publication will be used as evaluation. Progress will be monitored by a monthly review of the school's financial status report.

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 additional funds be provided to continue and update the science lab. Funding for a full time microsystem technician and a technology facilitator should be secured. Additional support staff including hourly teachers should be hired to provide tutorial support for reading and mathematics remediation. Consideration should be given for monies to update current equipment, including computers, and provide more technology in the classroom.

Training:

The EESAC recommended training should be provided for all staff in new and current technology. This includes digital cameras, video conferencing, power point and the use of Internet programs in the classroom. Teachers should receive additional training in SuccessMaker and Accelerated Reader, as well as programs such as Assess2Learn, FCAT Explorer, Riverdeep and Excelsior Teachers Gradebook2. All teachers should be trained in C.R.I.S.S. strategies and given opportunities to attend hands-on mathematics and science workshops.

Instructional Materials:

The EESAC recommended materials be purchased for FCAT enhancement. More Accelerated Reading books and tests should be acquired with emphasis on science and social studies as well as other nonfiction selections. Upgraded laboratory equipment should be purchased for the science lab.

Technology:

The EESAC recommended every child in prekindergarten through the fifth grade should have regular access to a computer. The two computer labs should be an integral part of the academic curriculum. Students and staff should be given opportunities to access the internet as well as use state-of-the-art technology daily. Students should be encouraged to use digital cameras and power point for classroom presentations.

Staffing:

The EESAC recommended that hourly teachers be hired to provide small group tutoring to students scoring in the lowest 25th percentile on the FCAT tests

Student Support Services:

The EESAC recommended continuing to provide a full-time Health Support Technician in addition to a part-time nurse and social worker. The partnership with Big Brothers and Big Sisters of South Florida should be continued. Bel-Aire should continue to take advantage of the services of PsychSolutions and Miami Behavioral Institute.

Other Matters of Resource Allocation:

Benchmarking:

The EESAC recommended regular monitoring of student progress using pre and posttesting, and periodic assessments.

School Safety & Discipline:

The EESAC recommended that the administration develop a discipline plan, implement strategies to improve student behavior, and develop a system to measure the improvement of discipline at the school.

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