
SCHOOL IMPROVEMENT PLAN

2006-2007



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 503 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 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 the students scoring Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 68 percent of the students scoring Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 80 percent of students scoring 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidence by 50 percent scoring level 3 or higher on the 2007 FCAT Science Test.

Given schoolwide emphasis on parental involvement, 31 percent of parents will attend Title 1 parent inservice workshops during the 2006-2007 as evidenced by 2006-2007 Title 1 Parent Involvement logs.

Given emphasis on a safe and orderly environment, student suspensions will be 85 or less during the 2006-2007 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 2006-2007 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 56% percent of the students receiving gold or silver awards on the 2006-2007 FITNESSGRAM.

Given instruction using a variety of visual art samples, students in second grade will improve their understanding of visual arts as evidenced by 50 percent of the students scoring 60% or higher on a visual arts post-test.

Bel-Aire Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2004-2005 school year to the 42nd 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 Business results specifically "I know how well my work location is doing financially"; Leadership specifically "My work location ask me what I think", and Strategic Planning specifically " As it plans for the future,my work location as for my ideas"; These components were identified because the data indicated that these areas were the lowest categories 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 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 an 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 503 students with over 90 percent 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 54 full-time and 13 part-time staff members. Nine staff members have obtained masters degrees and 4 staff members have advanced degrees that include specialist and doctorates. The ethnic breakdown of the instructional staff is 32 percent White, 29 percent Hispanic, and 39 percent African-American. The instructional team includes two administrators, 25 classrooms teachers; three exceptional student education teachers; one guidance counselor; one media specialist; teachers for art, music, physical education and speech; two ESOL and two Spanish teachers; one Reading Coach; one full-time and six 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, 12 custodial and cafeteria service workers, one security monitor, 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 journalism. 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 4.1 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 3.8 which is slightly below the "FREQUENTLY" mark. The staff agreed most with question 2b, I know the parts of work location's plans that will effect me and my work, and 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 4.1, which is slightly above 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 3d, "I ask my customer 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 3.9, 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 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 4.2, 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," and question 4b, "I know how to analyze (review) the quality of my work to see if changes are needed," Whereas the staff least agreed with 4e, "I get all of the important information I need to do my work."

Education Design:

According to the percentage of staff who have responded to the online survey, PROCESS MANAGEMENT received a ranking of 3.9, which is slightly below the "FREQUENTLY" mark. The staff agreed the most with question 6c, "We have good processes for doing our work." Whereas the staff least agreed with items 6a, "I can get all of the resources I need to do my job, 6b, I collect information(data) about the quality of my work; 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 4.0 which is at the "FREQUENTLY" mark. The staff agreed the most with question 7a,; My customers are satisfied with my work. 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; ,Johnson, Emmala 108611, Pre-K; Dieppa, Amy 142050, Kindergarten; Kindergarten; Lawson, Lillian 150953, Kindergarten; Delgado, Irene 176952; Alexander, Awanna 210714, First Grade; Burney, Ethel 057554, First Grade; Dye, Sharma 242662, First Grade; ; Second Grade; White, Melissa 235312; , 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; Posada, Elizabeth 272105 ; Crear, Elizabeth 165023, Fourth Grade; Gregory, Joan 248271, Fourth Grade; Wiltshire, Jamila 253658, Fourth Grade; Smith, Elsy 257134, Fifth Grade; Fifth Grade; Quinonez, Jill 240684, Fifth Grade Dunmire, Christine 072370 ; Passmore, Celethia 213801 , Reading Coach; Wilson, Kaljanea 261523, Exceptional Student Education; Gibbs, Beverly 188251, Exceptional Student Education; ; 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 Educational Leadership 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.

At Bel-Aire Elementary School, Dr. Williams quickly analyzed assessment data and developed curriculum strategies to address the students' academic needs. To determine the effectiveness of the implementation plan, he used regular benchmarked assessments to ensure the instructional plan aligned to the students' needs and state standards. As a result, the school received a "B" school grade during the 2005-2006 school year.

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 eleven 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, 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 2006 FCAT Reading Test indicate that 68 percent of students in grades three through five have scored at or above FCAT Achievement Level 3, an increase of seven percentage points over scores of the 2005 administration. Scores of the 2006 FCAT Reading Test indicate that 61 percent of students in grades three through five have demonstrated acceptable levels of learning gains in reading, which is an increase of seven percentage points to the scores of the 2005 FCAT administration. Scores of the 2006 FCAT Reading Test indicate that 55 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, an increase of one percentage points over scores of the 2005 administration. Scores of the 2006 FCAT Reading Test indicate that 72 percent of students in grade three have scored at or above FCAT Achievement level three, an increase of eighteen percentage points over scores of the 2005 administration. Scores of the 2006 FCAT Reading Test indicate that 52 percent of students in grade four have scored at or above FCAT Achievement level three, a decrease of ten percentage points over scores of the 2005 administration. Scores of the 2006 FCAT Reading Test indicate that 53 percent of students in grade five have scored at or above FCAT Achievement level three, an increase of thirteen percentage points over scores of the 2005 administration.

Grade four was the lowest scoring curriculum group on the 2006 FCAT Reading test. Fifty-two percent of the fourth grade students scored level three or higher on the 2006 FCAT Reading test, as compared to grades three and five scoring an average of 63 percent. An analysis of the 2006 FCAT Reading Content Clusters showed that grade three

scored lowest in Comparisons; grade four scored lowest in Reference and Research; and grade five scored lowest in Word/Phases.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 64 percent of the students scoring Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor student progress through the administration of weekly, monthly, and interim assessments aligned to the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Passport Voyager for grades first through five students who read below mastery level.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$14000.00
School site Title 1 reading coach will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$50000.00
Continue an instructional focus calendar setting a timeline for benchmark instruction as reflected the Continuous Improvement Model.	Principal, Assistant Principal, Classroom Teachers, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the (BOOK IT Program and Accelerated Reader)to promote independent reading.	Reading Coach, Media Specialist, and classroom teachers.	8/14/2006	5/30/2007	District Strategic Plan	\$300.00
Provide all Title 1 students in kindergarten through second grade with systematic and explicit phonics instruction.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide guided reading instruction daily to all Title 1 students in grades three through grade five to improve content cluster Main Idea.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue the use of Edusoft data to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups, as per the Continuous Improvement Model.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00

Research-Based Programs

The research-based programs used at Bel-Aire Elementary School for reading are Houghton-Mifflin Reading Florida Edition and Voyager Passport. 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. 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.

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. Teachers in grade two, will attend Project O.W.L. Teachers in grade one, will attend Project BEAR. Additional training in writing strategies will be provided by the Reading Coach during grade level planning.

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 2007 FCAT Reading Test will determine students scoring at state required mastery. District-wide Interim Assessments will be used to monitor and evaluate student progress. In addition, Weekly benchmarks and DIBELS will be used to assess 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 2006 FCAT Mathematics Test indicate that 65 percent of the students in grades 3 through 5 met high standards by scoring Level 3 or higher. Scores of the 2006 FCAT Mathematics Test indicate that 74 percent of students in grade 3 have scored at or above FCAT Achievement Level 3, an increase of twenty-six percentage points over the scores of the 2005 administration. Scores of the 2006 FCAT Mathematics Test indicate that 58 percent of students in grade 4 have scored at or above FCAT Achievement Level 3, a increase of thirteen percentage points over scores of the 2005 administrations. Scores of the 2006 FCAT Mathematics Test indicate that 40 percent of students in grade 5 have scored at or above FCAT Achievement Level 3, an increase of 5 percentage points over the scores of the 2005 administration. Data of the 2006 FCAT Mathematics Test indicate Data Analysis as the lowest content cluster.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 68 percent of the students scoring Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Competency-Based Curriculum and Sunshine State Standards.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize V-Math as an intervention strategy in grades three through five for students scoring below mastery.	Math Facilitator, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$9850.00
Continue use of SuccessMaker computer software program activities to enhance individual mathematics skills of students in grades two through five.	Math Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FCAT Explorer, and Riverdeep to improve the math skills of the Title I students in grades kindergarten through five.	Math Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide instruction through performance-based activities incorporating the use of manipulatives, critical thinking, and problem solving to improve data analysis skills of Title I students in grades three through five.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide inservice instruction to all staff in Sunshine State Standards (SSS) strategies and critical thinking skills to enhance instruction.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct parent workshops to assist parents with home learning activities in mathematics to support the Continuous Improvement Model.	Math Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$100.00
Assess and evaluate student progress bi-weekly with an emphasis on Data Analysis in grades one through five using Edusoft.	Principal, Assistant Principal, Math Facilitator, Classroom teachers.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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, FCAT levels 1 and 2 in grades three through five will use the V-Math program published by Voyager Learning as an intervention tool.

Professional Development

Bel-Aire Elementary faculty will participate in professional development activities that focus on using the mathematics textbook series to achieve state standards. In-service activities will also focus Voyager Learning. Additional, mathematics technology training will be provided by the microsystem technician during common planning times to utilize website resources.

Evaluation

The 2007 FCAT Mathematics Test will determine students scoring at state required mastery. Bi-Weekly benchmark and Interim 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

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 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Scores of the 2006 FCAT Writing Test indicate that 77 percent of students in grade four scored 3.5 or higher. Scores of the 2006 FCAT Writing Narrative Test indicate that 62 percent of students scored 3.5 or higher which is a decrease of 20 percentage points as compared to the 2005 FCAT Writing Test. Scores of the 2006 FCAT Writing Expository Test indicate that 77 percent of the students scored 3.5 or higher as compared to 70 percent on the 2005 FCAT Writing Test.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 80 percent of students scoring 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase opportunities for expository and narrative writing in the all grades by writing across the curriculum.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement extension and elaboration strategies using one writing sample per week in grades three through five.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct monthly writing assessments to monitor the progress of the kindergarten through fifth grade writing plan.	Principal, Assistant Principal, Reading Coach, Classroom Teachers.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide fourth Title 1 students with pull-out tutorial services to enhance writing skills.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$8000.00
Analyze writing pre-test scores to identify Title 1 students in need of intensive instruction in writing.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Project D.R.A.W., Project OWL, Project BEAR along with Teach Me Writing strategies in grades kindergarten through five to increase amount of daily writing performed by students.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

The Research-based program 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. Teachers in grade two, will attend Project O.W.L. Teachers in grade one, will attend Project BEAR. Additional training in writing strategies will be provided by the Reading Coach during grade level planning.

Evaluation

The 2007 FCAT Writing Test will determine students scoring at state required mastery. Weekly and 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

Scores on the 2006 FCAT Science Test indicated that 17 percent of fifth grade students scored level 3 or higher.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidence by 50 percent scoring level 3 or higher on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the schoolwide instructional plan using pretests, progress tests, and posttest.	Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize websites and technology that support teaching learning the Sunshine State Standards.	Classroom Teachers Microsystem Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct project focused Science activities for students in grades kindergarten through five.	Assistant Principal, Classroom Teachers.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Best Practices of Effective Science Classrooms, in order to enhance student success.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Intergrate Literature Connections in primary and intermediate classrooms to support the Continuous Improvement Model.	Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct Science experiments and hands-on activities weekly with all Title 1 students in grades kindergarten through five.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Utilize FCAT Coach to improve understanding of Earth and Science concepts.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$700.00
Utilize the District Scope, Sequence, and Pacing Guide document for grades kindergarten through five, to develop weekly plans for all benchmarks.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

The research-based program used at Bel-Aire Elementary School for Science is Harcourt Brace.

Professional Development

Science instructional practices at Bel-Aire Elementary will be conducted through grade level inservices.

Evaluation

The 2007 FCAT Science Test will determine students scoring level 3 or higher. Monthly science assessments will be used to monitor and evaluate student progress in grades one 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.)

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 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 2005-2006 Title 1 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, 31 percent of parents will attend Title 1 parent inservice workshops during the 2006-2007 as evidenced by 2006-2007 Title 1 Parent Involvement logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a monthly parent workshop to foster a positive home/school connection.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a Title 1 Community Involvement Specialist as a liason to visit homes, provide written communications, and coordinate parent workshops.	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$22000.00
Increase communication through the use a bilingual monthly calendar to ensure parental awareness and involvement in their children educational process.	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the bilingual Parent Compact to promote the home-school connection.	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with a Title 1 Parent Resource Room that has equipment, materials, and supplies available to provide academic and social support.	Assistant Principal, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The National Standards for Parent/Family Involvement Programs, An Implementation Guide for School Communities.

Professional Development

Community Involvement Specialist monthly workshops and EESAC training.

Evaluation

This objective will be evaluated by 2006-2007 Title 1 Parental Involvement Log, activity/workshop sign-in sheets, returned signed Parent Compacts, and volunteer rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

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

Needs Assessment

Data in the executive summary report of Student Case Management indicates that one of the greatest needs is to reduce the number of outdoor suspensions. The 2005-2006 report shows that students at this school received a total of 88 days of outdoor suspensions. An analysis of this data indicates a need for a decrease in the amount of fights and general disruptive behavior in order to keep students in school and improve attendance.

Measurable Objective

Given emphasis on a safe and orderly environment, student suspensions will be 85 or less during the 2006-2007 school year as documented by the Student Case Management Executive Summary.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct professional development to assist teachers with classroom management.	Teachers trained in Professional Development Teams	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide each student and parent with a copy of the Code of Student Conduct.	School Guidance Counselor	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Develop a schoolwide discipline plan to reduce the number of student suspensions.	Principal Assistant Principal	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Contact Title I families to request administrative conferences when teachers have been unsuccessful in resolving problems regarding student behavior.	Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

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 2007 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. In addition, teachers need support in using web-based activities, Edusoft, ExamView, and district applications.

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 2006-2007 school year as documented by the sign in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize websites and technology that support teaching learning the Sunshine State Standards.	Classroom Teachers, Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize computer-assisted instruction in the reading and math intervention labs for students in grades kindergarten through five.	Computer Technician Reading Coach Title I Math Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use Edusoft in grades kindergarten through five to analyze school-developed test data to support the Continuous Improvement Model.	Computer Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Electronic Gradebook in all classrooms to monitor Title I student progress.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct additional Edusoft and ExamView workshops for all classroom teachers.	Computer Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

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

Evaluation

Progress will be monitored by teachers' attendance, sign in logs and training packets.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 2005-2006 FITNESSGRAM, 53% of the students received silver or gold achievement awards. 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 56% percent of the students receiving gold or silver awards on the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Instruct students in ways to improve their fitness and overall health.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a pre and post test to establish individual goals and determine end of the year progress.	School Nurse Health Aides	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop a scope and sequence that gradually incorporates the required minimum health related standards.	Physical Education teachers Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that daily calisthenics opening routine addresses cardiovascular, flexibility and muscular strength and endurance.	School Nurse Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$300.00

Research-Based Programs

FITNESSGRAM 8.0

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 2006-2007 FITNESSGRAM in comparison to the 2005-2006 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 understanding of visual arts.

Needs Assessment

Scores from the pre-test conducted by the University of Miami indicate that 30 percent of students had a knowledge of the basic elements of visual arts.

Measurable Objective

Given instruction using a variety of visual art samples, students in second grade will improve their understanding of visual arts as evidenced by 50 percent of the students scoring 60% or higher on a visual arts post-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Evaluate all students using a visual arts post-test.	Classroom Teachers	10/16/2006	5/30/2007	District Strategic Plan	\$300.00
Expose second grade students to a variety of visual art.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct visual arts discussions in the classroom followed by written summaries.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage second and third grade students to orally describe elements found in individual Art work.	Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for the second and third grade to visit a local visual arts museum.	Second and third grade Teachers Assistant principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

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 complete a pre and post test.

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 42nd 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 37th percentile on the State of Florida ROI index for the 2004-2005 school year, a decrease of three percentage points from the ROI index for the 2003-2004 school year.

Measurable Objective

Bel-Aire Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2004-2005 school year to the 42nd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource, e.g. grants, private foundations, volunteer networks.	Principal, Assistant Principal, Reading Coach, Math Facilitator	8/14/2006	5/30/07	Continuous Improvement Model	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Collaborate with the district on resource allocations.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

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 purchase a marquee for the front of the school, as well as, a portable stage and sound system to be used for assemblies and programs in the cafeteria. Funding for 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 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 such as Weekly Readers, Science Weekly or Time for Kids. 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. In addition, trained paraprofessionals are needed to assist in each of the Exceptional Student Education classrooms.

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 using Edusoft.

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$64,800.00
Goal 2: Mathematics	\$9,950.00
Goal 3: Writing	\$9,000.00
Goal 4: Science	\$1,700.00
Goal 5: Parental Involvement	\$22,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$300.00
Goal 9: Electives & Special Areas	\$300.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$108,050.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent