

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Bel-Aire Elementary School (0261)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Dr. Columbus Williams, Jr.

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Bel-Aire Elementary School, located in the Perrine-Cutler Ridge area, serves children in pre-kindergarten through fifth grade. Built in 1969, the classrooms in the main building were constructed in the pod configuration. In 1998 a media center, art and music suite, and two primary classrooms were added. In 2005 a modular building was constructed, adding 11 new classrooms. The community surrounding the school includes numerous retail shops, restaurants, banks and light industry, which employ many local parents. Bel-Aire has a successful partnership with the University of Miami School of Education. Currently, the school serves approximately 517 students with over 90 percent receiving free or reduced priced meals. The ethnic/racial make-up of the student population is 53 percent Black; 36 percent Hispanic; 6 percent White, Non-Hispanic; and 5 percent Asian/Indian or Multiracial. All of the NCLB subgroups made Adequate Yearly Progress in reading and mathematics except the Black subgroup. Data from the 2006-2007 Florida Comprehensive Achievement Test (FCAT) showed students scored as follows: Level I Reading, 24 percent; Level II Reading, 20 percent; Level I Mathematics, 11 percent and Level II Mathematics, 24 percent. A total of 56 full time teachers are employed at Bel-Aire. Class size is 1:20 for kindergarten through third and 1:22 in grades four and five. The attendance rate for Bel-Aire was 94.84. The retention rate varies by grade level and is an average of 6 percent. Bel-Aire is part of the Southridge Feeder Pattern. Strengths include having the resources of a Professional Development School associated with the University of Miami. Areas of concern are improving student and staff attendance and increasing parent involvement. Bel-Aire has been a recipient of the Citibank Family Tech Grant and is a Title I School.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58 percent scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administrations of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Given schoolwide emphasis on parent involvement, the school will demonstrate an increase of 5 percentage points in the number of parents attending Title I parent workshops as evidenced by comparing the parent inservice logs for the 2006-2007 to the 2007-2008 school years.

Given emphasis on a safe and orderly environment, student suspension will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given the use of educational technology to enhance instruction in the classroom, teachers will provide increased technology exposure as evidenced by individual lesson plans.

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 an increase of five percent of the students receiving gold or silver awards on the 2007-2008 FITNESSGRAM.

Given a variety of opportunities, the number of students participating in music and art extracurricular activities will increase by 10 percent in the 2007 - 2008 school year as compared to the 2006 - 2007 school year.

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 38th percentile of 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 asks 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.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

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

0261 - 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 mission of Bel-Aire Elementary School is to promote self-motivation, success, pride, and integrity through the commitment and cooperation of the home, school and community.

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

Facility/Community

Bel-Aire Elementary School is located on five-acres of land in the Perrine-Cutler Bay area, in south Miami-Dade County at 10205 S.W. 194th Street, Miami, Florida 33157. The thirty-six 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 modular building constructed in 2005. The school has a video conferencing unit for distance learning and closed circuit television, which broadcasts the morning announcements, special programs, and parent information.

Student Demographics

Bel-Aire Elementary serves children in pre-kindergarten through fifth grade. Currently, the school enrollment is approximately 517 students with over 90 percent receiving free or reduced priced meals. The ethnic/racial make-up of the student population is 53 percent Black, 36 percent Hispanic, 6 percent White Non-Hispanic and 5 percent Asian/Indian or Multiracial. The school received a full-time gifted unit during the 2006-2007 school year, and all of the NCLB subgroups made Adequate Yearly Progress (AYP) in reading and mathematics except the Black subgroup; which is an area of great concern. Data from the 2006-2007 Florida Comprehensive Achievement Test (FCAT) showed that the students at Bel-Aire Elementary School scored as follows:

- Level I Reading—24 percent
- Level II Reading—20 percent
- Level I Mathematics—11 percent
- Level II Mathematics—24 percent

Unique Aspects: Advantages

Bel-Aire Elementary 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 Bel-Aire works with the university to provide opportunities for field experiences and classroom observations. Numerous interns complete their student teaching with Bel-Aire faculty as clinical teachers.

Unique Aspects: Areas of Concern

Some areas of concern include student and staff attendance and a low rate of parental involvement.

Teacher Demographics

Bel-Aire Elementary School employs a total of 56 full-time and 15 part-time staff members. The Leadership Team consists of the principal, assistant principal, reading coach, mathematics/science facilitator, union steward, and media specialist. Twenty-six percent of the staff members have masters and/or specialist degrees and 11 percent of the staff members have doctorates. The ethnic breakdown of the instructional staff is 34 percent White, 27 percent Hispanic, and 39 percent Black. The instructional team includes two administrators, 23 classrooms teachers; four Special 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; two full-time and four part-time paraprofessionals, one 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.

Class Size/ Teacher-to-Student Ratio

The average class size by grade level is kindergarten, 20; first, 20; second, 20; third, 20; fourth, 25; and fifth, 22. The numbers of SPED students by grade level are kindergarten, 3; first, 6; second, 3; third, 11; fourth, 14; and fifth, 9. These students are served in an Inclusion model with small group assistance in the general education classroom with some resource room instruction. The student to teacher ratio by grade level is kindergarten, 1:20; first, 1:20; second, 1:20; third, 1:20; fourth 1:25; fifth, 1:22; and SPED, 1:11.

Attendance Rate

The District attendance rate for the 2006-2007 school year was 94.96. Bel-Aire Elementary attendance rate was 94.84. Student attendance improved by .54 per cent from 2005-2006.

Promotion/Graduation/Retention Rates

The final retention by grade levels during the 2005-2006 school year as compared to the 2006-2007 school year are listed below.
Zero percent compared to 1 percent in kindergarten
Twelve percent compared to 10 percent in grade one.



School Improvement Plan 2007-2008



Zero percent compared to 6 percent in grade two.
Thirteen percent compared to 14 percent in grade three.
Two percent compared to zero percent in grade four.

Feeder Pattern

Bel-Aire Elementary is part of the Southridge Feeder Pattern. Fifth grade students from Bel-Aire transition to the sixth grade of Cutler Ridge Middle School.

Special Programs

Bel-Aire Elementary offers a gifted program for children in kindergarten through fifth grade. The gifted resource class provides enrichment and challenging activities, which focus on the communication skills of written and oral expression as well as critical thinking. 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 Community Relations/Partners

The University of Miami provides a Professor-in-Residence for Bel-Aire Elementary who supervises interns and assists with professional development and preparation. The Beginning Teacher Network at the University of Miami provides support and ongoing training for staff new to the field of education. District 2 School Board Member Evelyn Greer donates two bicycles per grade level each semester to be used to reward students with perfect attendance.

Grants

Bel-Aire Elementary receives Title I Grant Funds. Citibank Family Tech Grant provides training in technology for teachers, students and families from Bel-Aire. In addition, children from selected classes are provided with refurbished computers for home use.

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." 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." 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." 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 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 3.9, which is right at the "FREQUENTLY." 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." 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." 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," and 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." The staff agreed the most with question 7a, "My customers are satisfied with my work" and 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."

Schools Graded 'C' or Below

Professional Development:

The reading coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. These activities will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. The reading coach and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development is aligned with instructional strategies and practices.

The reading coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and implementing professional development, modeling differentiated instruction, monitoring progress, and analyzing student data. The reading coach will work with small groups of students and model strategies for teachers.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their instructional skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, the reading coach, and mentor teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Disaggregated Data :

The Leadership Team and classroom teachers will collaboratively engage in data-driven discussions to determine specific ways to improve instruction. Staff meetings will be held to disseminate data to teachers. Areas of weakness will be analyzed and strategies will be identified to address student academic deficits. The reading coach and mathematics facilitator will provide strategies and assistance by modeling specific skills identified through assessment data.

Informal and Formal Assessments:

Weekly, monthly and quarterly assessments to monitor student progress and redirect learning activities will occur throughout the year. District Interim Assessments will be given, and results will be analyzed in order to monitor student progress and redirect learning activities. Monthly and quarterly assessments will be directed by the reading coach and mathematics/science facilitator. Compiled data will be shared, and appropriate planning will take place. Examples of informal and formal assessments include: Reading Plus Student Progress Reports, DIBELS, Houghton Mifflin weekly skills test, District Interim Assessments, FCAT monthly benchmarks and Florida Comprehensive Assessment Test.

Alternative Instructional Delivery Methods :

Bel-Aire Elementary School will continue the implementation of small group instruction to remediate learners who are having difficulty with a specific skill. The Intervention Lab will provide instruction in student needs identified through periodic assessments. Teachers will also continue to motivate and provide enrichment for students who are at or above grade level by encouraging and assisting them with work which involve increased use of higher order thinking skills. Specialized instruction will be delivered through the gifted program and the Elementary Academic Excellence class.



School Improvement Plan
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Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

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

Needs Assessment

Based on the 2007 FCAT Reading Performance Data, 65 percent of all students in grades three through five met high standards, 65 percent made learning gains, and 58 percent of the lowest 25 percent made adequate progress. After further analysis of the data, it was revealed that an average of 35 percent of all third through fifth grade students scored below the proficiency levels on the 2007 FCAT. Specifically, the data reflected that 57 percent of third grade students, 44 percent of fourth grade students, and 39 percent of fifth grade students scored at Levels 1 and 2.

Third grade students achieved a mean score of 56 percent in the area of Words and Phrases, a mean score of 53 percent in Main Idea, a mean score of 53 percent in Comparisons, and a mean score of 50 percent in Reference and Research.

Fourth Grade students achieved a mean score of 60 percent in Words and Phrases, a mean score of 60 percent in Main Idea, a mean score of 59 percent in Comparison, and a mean score of 50 percent in Reference and Research.

Fifth grade students achieved a mean score of 56 percent in Words and Phrases, a mean score of 52 percent in Main Idea, a mean score of 56 percent in Comparison, and a mean score of 50 percent in Reference and Research.

The Black subgroup did not meet Adequate Yearly Progress (AYP).

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58 percent scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor student progress through the administration of weekly, monthly, and interim assessments aligned to the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize Passport Voyager for grades first through five students who read below mastery level.	Principal and Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	14000
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.	Principal and Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	50000
Continue an instructional focus calendar setting a timeline for benchmark instruction as reflected the Continuous Improvement Model.	Principal, Assistant Principal, Classroom Teachers, Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the BOOK IT Program and Accelerated Reader to promote independent reading.	Principal, Reading Coach, Media Specialist, and classroom teachers.	8/20/2007	6/5/2008	Continuous Improvement Model	300
Provide all Title 1 students in kindergarten through second grade with systematic and explicit phonics instruction.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide guided reading instruction daily to all Title 1 students in grades three through grade five to improve content cluster Main Idea.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
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	8/20/2007	6/5/2008	Continuous Improvement Model	500
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis and use the Regional Center Data Debriefing Protocols to conduct data debriefing session.	Principal	08/31/07	6/5/08	Continuous Improvement Model	1000
Review the data of Black students on an ongoing basis. Students who do not master benchmarks will be referred to the intervention lab for remediation.	Principal and Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

The research-based programs used at Bel-Aire Elementary School for reading are Houghton-Mifflin Reading, Early Success, Soar to Success, and Voyager Passport.

Professional Development

The Reading Coach will provide in-house professional development using research-based reading materials for reading and language arts. The Reading Coach will conduct model lessons using the Houghton Mifflin Reading program, Early Success, Soar to Success, and Voyager Passport.

New teachers in grade three, will attend Project D.R.A.W. 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 on professional development days.



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Evaluation

The 2008 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.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

All students will demonstrate increased performance in Mathematics.

Needs Assessment

Based on the 2007 FCAT Mathematics performance data, 61 percent of all students in grades three through five met high standards, 53 percent made learning gains, and 60 percent of the lowest 25 percent made yearly adequate progress. After further analysis of the data, 38 percent of third grade students, 54 percent of fourth grade students, and 40 percent of fifth grade students scored below FCAT achievement Level 3.

Third grade students achieved a mean score of 58 percent in Number Sense, a mean score of 63 percent in Measurement, a mean score of 57 percent in Geometry, a mean score of 50 percent in Algebraic Thinking, and a mean score of 57 percent in Data Analysis and Probability. Third grade students' lowest area of achievement was algebraic thinking.

Fourth grade students achieved a mean score of 55 percent in Number Sense, 50 percent in measurement, 57 percent in Geometry, 43 percent in Algebraic Thinking, and 43 percent in Data Analysis. Fourth grade students' lowest areas of achievement were algebraic thinking and data analysis.

Fifth Grade students achieved a mean score of 46 percent in Number Sense, 45 percent in Measurement, 62 percent in Geometry, 45 percent in Algebraic Thinking, and 50 percent in Data Analysis. Fifth grade student's lowest areas of achievement were measurement and algebraic thinking. It is evident that improvement is needed in all five mathematics content strands.

The Black subgroup did not meet Adequate Yearly Progress (AYP).

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administrations of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement the Competency-Based Curriculum and Sunshine State Standards.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue use of SuccessMaker computer software program activities to enhance individual mathematics skills of students in grades two through five.	Principal and Math Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize FCAT Explorer, and Riverdeep to improve the math skills of the Title I students in grades kindergarten through five.	Principal and Math Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide instruction through performance-based activities incorporating the use of manipulatives, critical thinking, and problem solving to improve data analysis skills of Title 1 students in grades three through five.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide inservice instruction to all staff in Sunshine State Standards (SSS) strategies and critical thinking skills to enhance instruction.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
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.	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct parent workshops to assist parents with home learning activities in mathematics to support the Continuous Improvement Model.	Principal and Math Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	100
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis and use the Regional Center Data Debriefing Protocols to conduct data debriefing session.	Principal	8/20/07	6/5/08	Continuous Improvement Model	1000
Review the data of Black students on an ongoing basis. Students who do not master benchmarks will be referred to the intervention lab for remediation.	Administration and Mathematics Facilitator	8/20/07	6/5/08	Continuous Improvement Model	0

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 V-Math in the intervention lab.

Professional Development

Bel-Aire Elementary faculty will participate in district and regional professional development activities which demonstrate the use of the focus calendar and pacing guided in conjunction with the mathematics textbook and manipulatives to achieve state standards. Additionally, technology training will be provided by the microsystem technician during common planning times to utilize website resources such as FCAT Explorer and Riverdeep.

Evaluation

The 2008 FCAT Mathematics Test will determine students scoring at state required mastery. Bi-Weekly benchmark and Interim Progress assessments will be used to evaluate student progress and improve instruction.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

The results of the 2007 FCAT Writing+ indicates the 70 percent of the students in grade four achieved high standards in writing by scoring a 3.5 or higher. The score reflects a one percent increase when compared to the 2006 FCAT Writing+ results. Scores on the 2007 FCAT Expository Writing Prompt indicate that 66 percent of students made a 3.5 or higher and 72 percent of students scored a 3.5 or higher on the Narrative Writing Prompt administration of the 2007 FCAT Writing+. The data reveals that special emphasis and instruction is needed on narrative and expository writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase opportunities for expository and narrative writing in the all grades by writing across the curriculum.	Principal and Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement extension and elaboration strategies using one writing sample per week in grades three through five.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct monthly writing assessments to monitor the progress of the kindergarten through fifth grade writing plan.	Principal, Assistant Principal, Reading Coach, Classroom Teachers.	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide fourth grade students with pull-out tutorial services to enhance writing skills.	Principal and Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	8000
Analyze writing pre-test scores to identify students in need of intensive instruction in writing.	Principal and Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
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.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	1000

Research-Based Programs

Research-based programs include:
Houghton Mifflin Writers' Workshop K-5

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 and holistic scoring will be provided to all teachers by the reading coach during grade level planning meetings and on professional development days.

Evaluation

The 2008 FCAT Writing+ will determine students scoring at state required mastery. Weekly and monthly writing assessments will be used to monitor and evaluate student progress.

Science Goal

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

Florida Education Priorities

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

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

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

Based on the 2007 FCAT Science Performance Data, 67 percent of the fifth grade students scored below FCAT Achievement Level 3. The lowest scored benchmarks were Scientific Thinking, with a score of 42 percent, and Earth/Space, with a score of 47 percent. Students also demonstrated a deficiency in Physical/Chemical and Life/Environment with a score of 50 percent in both benchmarks. The needs assessment reveals that students require further instruction in all Science benchmarks.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the schoolwide instructional plan using pretests, progress tests, and posttest.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize websites and technology that support teaching learning the Sunshine State Standards.	Principal, Classroom Teachers, and Microsystem Technician	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct project focused Science activities for students in grades kindergarten through five.	Principal, Assistant Principal, and Classroom Teachers.	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Best Practices of Effective Science Classrooms, in order to enhance student success.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Intergrate Literature Connections in primary and intermediate classrooms to support the Continuous Improvement Model.	Principal and Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct Science experiments and hands-on activities weekly with all Title 1 students in grades kindergarten through five.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	1000
Utilize FCAT Coach to improve understanding of Earth and Science concepts.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	700
Utilize the District Scope, Sequence, and Pacing Guide document for grades kindergarten through five, to develop weekly plans for all benchmarks.	Principal and Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis and use the Regional Center Data Debriefing Protocols to conduct data debriefing session.	Principal	8/20/07	6/5/08	Continuous Improvement Model	1000

Research-Based Programs

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

Professional Development

Instructional practices at Bel-Aire Elementary School have been improved through the use of in-house science workshops. Teachers will receive individualized professional development from the Professional Development cd's provided in the new science series.

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.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

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

Needs Assessment

The 2006-2007 Title I Parental Involvement Logs indicate that 21 percent of the parents were involved in school offered activities and workshops, 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 Language Learners classes.

Measurable Objective

Given schoolwide emphasis on parent involvement, the school will demonstrate an increase of 5 percentage points in the number of parents attending Title I parent workshops as evidences by comparing the parent inservice logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a "needs survey" to determine the individual needs of the parents in the school community and then provide appropriate activities, inservices and workshops.	Principal and Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide opportunities for parent participation in decision-making groups such as Educational Excellence School Advisory Council (EESAC) and the Parent Teacher Association (PTA).	Principal and Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct a monthly parent workshop to foster a positive home/school connection.	Principal and Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide a Title 1 Community Involvement Specialist as a liason to visit homes, provide written communications, and coordinate parent workshops.	Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	22000
Increase communication through the use a bilingual monthly calendar to ensure parental awareness and involvement in their children educational process.	Principal and Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Utilize the bilingual Parent Compact to promote the home-school connection.	Principal and Community Involvement Specialist	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide parents with a Title 1 Parent Resource Room that has equipment, materials, and supplies available to provide academic and social support.	Principal, Assistant Principal, and Community Involvement Specialist	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

N/A

Professional Development

Community Involvement Specialist conducts monthly workshops and EESAC training.

Evaluation

This objective will be evaluated by 2007-2008 Title I Parental Involvement Log, activity/workshop sign-in sheets, returned signed Parent Compacts, and volunteer rosters.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

The staff will promote programs and practices that facilitate a safe and nurturing environment for students.

Needs Assessment

Data collected from the District's Student Case Management System indicates 69 students were suspended in the 2006 – 2007 school year. Students not in attendance at school miss valuable teaching and learning experiences. The Schoolwide Discipline Committee, in conjunction with the administration, reviewed data and have found very few alternative consequences for students committing disciplinary infractions in order to avoid a negative academic impact.

Measurable Objective

Given emphasis on a safe and orderly environment, student suspension will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct professional development to assist teachers with classroom management.	Principal and Professional Development Teams	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Familiarize students and parents with the Code of Student Conduct.	Principal and School Guidance Counselor	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Develop a schoolwide discipline plan to reduce the number of student suspensions.	Principal and Assistant Principal	8/20/2007	06/05/2008	Safe and High-quality Facilities	0
Contact Title 1 families to request administrative conferences when teachers have been unsuccessful in resolving problems regarding student behavior.	Principal and Community Involvement Specialist	08/20/2007	06/05/2008	Safe and High-quality Facilities	0

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 the 2008 Student Case Management Report.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

Due to the increased dependency on technology to access information worldwide, as well as in the classroom, students and teachers will need to be competent in their abilities to utilize technological resources for teaching and instruction.

Measurable Objective

Given the use of educational technology to enhance instruction in the classroom , teachers will provide increased technology exposure as evidenced by individual lesson plans.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize websites and technology that support teaching learning the Sunshine State Standards.	Principal, Classroom Teachers, and Microsystems Technician	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Utilize computer-assisted instruction in the reading and math intervention labs for students in grades kindergarten through five.	Principal Computer Technician, Reading Coach, and Title I Mathematics Facilitator	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Use Edusoft in grades kindergarten through five to analyze school-developed test data to support the Continuous Improvement Model.	Principal and Computer Technician	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Implement Electronic Gradebook in all classrooms to monitor Title I student progress.	Principal	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Conduct additional Edusoft and ExamView workshops for all classroom teachers.	Principal and Computer Technician	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Provide increased student access to computers in an effort to assure additional usage of instructional software.	Prinicpal, Microsystem Technician	8/20/07	6/05/08	Diversity & Educational Equity	

Research-Based Programs

Research-based programs include: FCAT Explorer, Riverdeep, Reading Plus

Professional Development

Teachers will receive inservice training through the District and online applications such as FCAT Explorer, Reading Plus, and Riverdeep. In addition, the staff will be offered opportunities to work with other teachers to explore various internet resources.

Evaluation

Progress will be monitored by computer generatd FCAT Explorer Reports, Riverdeep Reports, Reading Plus, and status and monitoring reports.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

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

Needs Assessment

Based on the results of the 2006-2007 FITNESSGRAM, 58 percent 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 an increase of five percent of the students receiving gold or silver awards on the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Instruct students in ways to improve their fitness and overall health.	Principal and Physical Education Teachers	08/20/2007	6/05/2008	Student Wellness	0
Administer a pre and post test to establish individual goals and determine end of the year progress.	Principal and School Nurse Health Aides	8/20/2007	06/05/2008	Student Wellness	0
Develop a scope and sequence that gradually incorporates the required minimum health related standards.	Principal, Physical Education teachers, and Classroom teachers	8/20/2007	6/05/2008	Student Wellness	0
Ensure that daily calisthenics opening routine addresses cardiovascular, flexibility and muscular strength and endurance.	Principal, School Nurse, Guidance Counselor, and PE Teacher	8/20/2007	6/05/2008	Student Wellness	0
Provide fitness information to parents through the Physical Education Program and the School Nurse and Health Aide.	Principal, School Nurse, School Health Aide, and Physical Education Teacher	8/20/2007	6/5/2008	Student Wellness	300

Research-Based Programs

Research-based programs include: "Moving into the Future: National Standard for Physical Education", National Association for Sports and Physical Education

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 2007-2008 FITNESSGRAM in comparison to the 2006-2007 FITNESSGRAM.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Given emphasis on the fine arts, students will be provided with a variety of opportunities to expand, develop and express their individual talents in the areas of art and music.

Needs Assessment

An informal survey of students indicated that 27 percent were involved in extracurricular music and art activities during the 2006 - 2007 school year. More opportunities are needed for students to showcase their individual talents in music and art.

Measurable Objective

Given a variety of opportunities, the number of students participating in music and art extracurricular activities will increase by 10 percent in the 2007 - 2008 school year as compared to the 2006 - 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Evaluate all students using a schoolwide performance survey.	Principal and Special Area Teachers	10/16/2007	6/5/2008	Academic Enrichment Opportunities	300
Provide opportunities for students to participate in district and school performances and shows.	Principal and Special Area Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Conduct visual arts discussions in the classroom followed by written summaries.	Principal and Classroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Encourage all students to submit samples of artwork to the district art contests.	Principal and Art teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide opportunities for all students to visit a local visual arts museum and attend musical performances.	Principal, Second, and third grade Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

N/A

Professional Development

Profession development opportunities will be provided for special area teachers to acquire additional knowledge geared toward art and music appreciation and expression through performance and products.

Evaluation

Utilization of teacher logs will document the increase in the number of students participating in fine arts extracurricular programs in the 2007-2008 school year as compared to 2006 - 2007.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Bel-Aire Elementary will rank at or above the 38th 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 38th percentile of the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, Reading Coach, Math Facilitator, and classroom teachers.	8/20/2007	6/05/2008	Business Process Redesign	0
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	8/20/2007	6/05/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/20/2007	6/05/2008	Business Process Redesign	0
Collaborate with the district on resource allocations.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/20/2007	6/05/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, Reading Coach, Math Facilitator, classroom teachers.	8/20/2007	6/05/2008	Business Process Redesign	0

Research-Based Programs

N/A

Professional Development

The administration will attend professional development activities focusing on improved use of financial resources and identification of alternative sources of funding.

Evaluation

Progress documented on the State of Florida ROI index publication will be used to evaluate the ROI.

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:



School Improvement Plan 2007-2008



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
Reading	65800
Mathematics	1100
Writing	9000
Science	2700
Parental Involvement	22000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	300
Electives & Special Areas	300
Return On Investment	0
Total	101200



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent