
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0451 - Bowman Foster Ashe Elementary School

FeederPattern: John A. Ferguson Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Patricia Santalo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Bowman Foster Ashe Elementary School

Bowman Foster Ashe Elementary School, located in southwestern Miami-Dade County, serves a predominantly Hispanic, yet nonetheless diverse, student population. Demographic profiles for the 2006-2007 school year reveal that of the 1220 total enrollment, 88 percent are Hispanic, two percent are African-American, six percent are White, and four percent are Asian, Indian, or multiracial students. A total of 62 percent of the students currently receive free or reduced lunch.

Bowman Foster Ashe Elementary School serves the individual academic needs of its student population by offering a host of educational programs. In order to meet the linguistic needs of 32 percent of the total student population, for instance, the English for Speakers of Other Languages (ESOL) program is conducted by trained teachers. In addition, the Gifted program serves eight percent of the students enrolled at Bowman Foster Ashe, and the Special Education (ESE) program provides services to eight percent of the total student enrollment. The Academic Excellence Program is also offered at the school site, where 201 youngsters actively participate in enrichment activities designed to foster students' cognitive skills.

To further enhance educational excellence, Bowman Foster Ashe Elementary School has developed the following objectives for the 2006-2007 academic year.

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate improvement of their reading skills as evidenced by 77 percent of students scoring Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate improvement of their mathematical skills as evidenced by 71 percent of the students scoring Level 3 and above on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades three through five in the Students with Disabilities (SWD) subgroup will demonstrate improvement of their mathematical skills as evidenced by 56 percent of the students scoring Level 3 and above on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate improvement of their writing skills as evidenced by 83 percent of students scoring 3.5 points or above on the 2007 administration of the FCAT Writing + Test.

Given instruction based on the Sunshine State Standards, students in grade five will demonstrate improvement of their science skills as evidenced by 62 percent of the students scoring Level 3 or above on the 2007 administration of the FCAT Science Test.

Recognizing the need to involve parents in school endeavors, parental involvement will increase as evidenced a five percent increase, as documented by attendance logs, in the total number of parents

attending Title I and other school-sponsored workshops, activities and/or events in 2006-2007 as compared to documented parent attendance in 2005-2006.

Given an emphasis on an orderly environment, student conduct and discipline will improve as evidenced by a total of 15 or fewer students receiving indoor and outdoor suspensions reported by the District's Student Case Management System for the 2006-2007 academic year as compared to data reported during 2005-2006.

Given participation in a minimum of two professional development activities in the area of technology as evidenced by training attendance logs and registration forms, seventy five percent of all homeroom teachers will increase their integration of technology in instructional planning and evaluation.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, 46 percent of students in grades four and five will earn the gold or silver FITNESSGRAM Award in 2006-2007.

Given computer-assisted instruction in the computer lab, 80 percent of students in grades one through five will improve their ability to create, revise, and publish two written documents via the word processor as evidenced by individual writing portfolios maintained throughout the 2006-2007 school year.

Bowman Foster Ashe Elementary School will improve its ranking on the State of Florida ROI index publication from the 66th percentile in 2004-2005 to the 70th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot self-assessment survey completed by faculty and staff members, Bowman Foster Ashe Elementary School has identified the need to enhance communication within the school organization by more effectively informing employees on how the school is doing financially. To this avail, the administration will conduct informational sessions designed to teach the faculty to interpret school budget data.

Additionally, the self-assessment survey highlighted the need for increased opportunities for faculty members to be actively involved in the sharing of ideas impacting the school's future. As such, a summer staff development session will be planned for the purposes of consensus building and collaborative decision-making.

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.

Bowman Foster Ashe Elementary School

VISION

The faculty and staff at Bowman Foster Ashe Elementary School work diligently to ensure that all students receive a quality, educational program to meet each youngster's academic and socioemotional needs. Continued communication with parents is initiated and fostered by faculty and staff as parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents, and students.

MISSION

The mission statement of Bowman Foster Ashe Elementary School is to "Believe, Foster, and Achieve one's potential". In keeping with this philosophy, all decisions are made for the purpose of fostering and nurturing the unique talents of each child.

CORE VALUES

The primary focus of the Bowman Foster Ashe Elementary faculty is to establish cooperation and interactive communication among teaching professionals and between faculty and parents. The emphasis is on each child. The academic and behavioral characteristics of children, along with the necessary strategies to enhance their potential, are the focus for this cooperative endeavor.

School Demographics

Bowman Foster Ashe Elementary School is located on 11 acres in southwestern Miami-Dade County at 6601 S.W. 152nd Avenue. The campus is bordered on the south by a newly-developed county park and on the north by Howard A. Doolin Middle School. Kindergarten and pre-kindergarten classrooms are housed in an off-campus Primary Learning Center located 1.5 miles southwest of the main campus.

There are several charter schools in the immediate area of Bowman Foster Ashe Elementary including the Archimedian Academy, Sandor Wiener School of Opportunity, and Pinecrest Preparatory Academy.

Bowman Foster Ashe Elementary School serves a predominantly Hispanic, yet nonetheless diverse, student population where 29 percent of the students are of limited English proficiency. Demographic profiles for the 2005-2006 school year indicate that of the 1220 total enrollment, 88 percent of the students enrolled are Hispanic, two percent are African-American, six percent are White, and four percent are Asian or multiracial students. A total of 62 percent of the students receive free or reduced lunch.

The administration, faculty, and staff at Bowman Foster Ashe Elementary are representative of the ethnic, racial, and cultural diversity found in the school's student population as 67 percent of the faculty and staff are of Hispanic origin, 13 percent are African-American, and 20 percent are White, non-Hispanic according to published data from the District's 2004-2005 School Profile. Bowman Foster Ashe's instructional staff has a total average of 10 years of teaching experience in Florida, and 12 percent of the faculty is comprised of beginning teachers.

Continued professional development is a primary focus of the instructional staff at Bowman Foster Ashe Elementary School. Based on data from the 2004-2005 School Profile, 44 percent have obtained Master degrees and 6 percent have earned Specialist degrees. Five teachers are currently pursuing advanced degrees in educational leadership and aspire administrative positions at the school-site or district-level in the near future.

Bowman Foster Ashe Elementary School strives for academic excellence, and is proud to be the recipient of an "A" rating by the Florida Department of Education for the past five years. In addition, Bowman Foster Ashe Elementary School was awarded a bilingual education grant that provides the school with 12 new computers and software to assist limited English proficient learners.

Bowman Foster Ashe Elementary School has a significant percentage of students participating in the ESOL program. In order to meet this challenge, the administration offers pull-out ESOL and CCHL services in addition to the self-contained classroom model. Bowman Foster Ashe Elementary School strives to ensure that all teachers are ESOL endorsed. When necessary, teachers not endorsed are assigned limited English proficient students through a district waiver that permits these educators to work toward meeting state requirements in accordance to an established timeline. This timeline enables teachers to enroll in Teacher Education Center (T.E.C.) courses leading to endorsement.

School Foundation

Leadership:

Bowman Foster Ashe Elementary School's mission statement is to "Believe, Foster, and Achieve one's potential". This mission statement was developed and overwhelmingly voted for by stakeholders during a summer professional development session conducted in July 2005. The administrative team at Bowman Foster Ashe Elementary is devoted to encouraging faculty and staff members to participate in quality, professional development opportunities. The administration also understands that by focusing on human resources, a positive working environment is further enhanced, thus improving the day-to-day operation of our school.

District Strategic Planning Alignment:

Bowman Foster Ashe Elementary School has developed ten goals that will drive teaching and learning pursuits during the 2006-2007 academic year. In developing these goals, faculty and staff members, administrators, parents, and other stakeholders played an active role in providing valuable input. Parental involvement is organized with the assistance of the school's Title I Community Involvement Specialist, faculty, and P.T.O. members. Bowman Foster Ashe's main discipline and safety concern is to establish a program that reduces indoor and outdoor suspensions of students. Technology is addressed throughout the curriculum and supported by the school's technology team. The enrichment objective is addressed through the computer lab.

Stakeholder Engagement:

Parents and teachers belong to the Bowman Foster Ashe Elementary Parent-Teacher Organization (P.T.O.). The P.T.O. provides several evening programs each year, and addresses a variety of topics of interest to parents and teachers.

Faculty & Staff:

The administrative team at Bowman Foster Ashe Elementary School believes that each stakeholder makes a difference. Communication is stressed and maintained by means of monthly calendars of activities, weekly ledgers, electronic mail updates, morning televised announcements, and monthly grade-level meetings. Issues and/or topics of concern are discussed and resolved through active collaboration and teamwork. By involving stakeholders in the overall function of the school, positive results are attained.

Data/Information/Knowledge Management:

The importance of accessibility to multiple sources of data for decision-making purposes is essential to monitoring progress. The information gathered from PACES observations, Professional Development Plans, and the School Improvement Plan provides valuable data to help monitor the progress made by the employees at Bowman Foster Ashe Elementary School in promoting student achievement.

Education Design:

Bowman Foster Ashe Elementary School implements the Continuous Improvement Model on a school-wide basis. This model enhances student achievement by providing opportunities for teachers and administrators to assess

academic performance through the analysis of multiple sources of data, and focus instruction on identified areas in need of intervention.

Performance Results:

The systematic process for identifying and testing underrepresented students has served to increase the number of students qualifying for the Gifted program under Plan B. The incentive program established by grade levels and throughout the school has positively impacted attendance.

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

GOAL 1 STATEMENT:

Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master state and federal standards in the area of reading.

Needs Assessment

Scores indicate that 76 percent of students in grades three through five demonstrated sufficient annual learning gains in reading as demonstrated on the 2006 FCAT Sunshine State Standards Reading Test. Conversely, an analysis of scores on the 2006 FCAT Sunshine State Standards Reading Test reveals that 21 percent of students in grade three, 29 percent of students in grade four, and 25 percent of students in grade five did not demonstrate sufficient annual learning gains in reading. Specifically, data indicates the need for intensive reading instruction focusing on enhancing students' ability to identify the main idea and author's purpose and make comparisons. The data also highlights that a minimum of 67 percent of the students in the White, Black, Hispanic, Asian, Economically Disadvantaged, and Limited English Proficient (LEP) subgroups scored at or above a Level 3 in reading. While Bowman Foster Ashe Elementary met federal requirements for Adequate Yearly Progress, reading scores indicate that 26 percent of students in the Students with Disabilities subgroup scored at or above grade level in reading. To meet new federal requirements, a minimum of 44 percent of students in each identified subgroup must demonstrate the ability to read at or above grade level in 2006-2007.

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 based on the Sunshine State Standards, students in grades three through five will demonstrate improvement of their reading skills as evidenced by 77 percent of students scoring Level 3 or above on the 2007 administration of the FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|--------------------------------|--------|
| | | START | END | | |
| Utilize the STAR program in grades one through five during each grading period to help assess students' reading abilities and identify skills in need of additional review via the implementation of the Continuous Improvement Model. | Technology Teacher, Teachers, Reading Coach, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize the FCAT Explorer and Riverdeep's Online Software on a weekly basis to reinforce students' reading skills, with emphasis on enhancing students' proficiency in identifying author's purpose and main idea. | Technology Teacher, Teachers, Reading Coach, Assistant Principals | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Coordinate professional development activities to refine teachers' pedagogical expertise in the area of reading, and increase teacher familiarity with the components of the Comprehensive Research-Based Reading Plan. | Reading Coach, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement Best Practices derived from C.R.I.S.S., Project B.E.A.R., Project O.W.L., and Project D.R.A.W. training to further enhance the reading proficiency of students who scored at Level 3 or above on the 2006 FCAT Reading Test. | Teachers, Reading Coach, Assistant Principals | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Identify third grade students retained in 2006 as a result of scoring at Level I on the FCAT Reading Test, and provide daily small-group intervention to this target group using the Voyager Passport and LeapTrack programs, with a focus on identifying author's purpose and main idea. | Teachers, Reading Coach Assistant Principals | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Encourage parental involvement by enlisting parents to assist youngsters in reading nightly for a minimum of 30 minutes, and signing their children's reading logs. | Parents, Teachers | 8/14/06 | 5/30/07 | District-wide literacy plan | \$0.00 |

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| Encourage parental involvement by enlisting parents to read and critique their youngsters' writing samples on a quarterly basis. | Teachers | 8/14/06 | 5/30/07 | District-wide literacy plan | \$0.00 |
| Coordinate free before-school reading tutorial services to select students in grades 2 and 3, with emphasis on enhancing students' ability to identify author's purpose and main idea. | Teachers, Assitant Principals, Principals | 11/1/06 | 3/1/07 | District-wide literacy plan | \$12000.00 |

Research-Based Programs

Houghton Mifflin Reading: A Legacy of Literacy will serve as the core reading program implemented at Bowman Foster Ashe Elementary School, and will focus on systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies as prescribed by the District's Comprehensive Research-Based Reading Plan. In addition, the Voyager Passport, LeapTrack Assessment and Instruction System, and LEXIA program will be utilized to enhance instruction of Tier II and Tier III students at the third grade level.

Professional Development

The continued implementation of instructional strategies from the following professional development programs will support classroom reading instruction and positively impact student achievement across grade levels:

1. C.R.I.S.S.
2. Project B.E.A. R.
3. Project O.W. L., and
4. Project D. R. A. W.

Evaluation

This measurable performance objective will be evaluated through District-authored tests and other diagnostic assessments, teacher-authored formative and summative tests, as well as through the 2007 FCAT Reading Test scores.

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

GOAL 2 STATEMENT:

Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master state and federal standards in the area of mathematics.

Needs Assessment

Scores on the 2006 FCAT Mathematics Test indicate that 72 percent of the students scored at Level 3 and above on the 2006 FCAT Mathematics Test. Conversely, an analysis of scores on the 2006 FCAT Mathematics Test reveals that 28 percent of the students did not demonstrate sufficient annual learning gains in mathematics. Specifically, the data demonstrates the need for intensive mathematics instruction focusing on enhancing students' skills in the areas of number sense, measurement, geometry, algebraic thinking, and data analysis. Careful examination of the data also highlights the fact that the students in the White, Black, Hispanic, Asian, Economically Disadvantaged, and Limited English Proficiency subgroups scored at or above grade level in mathematics.

While Bowman Foster Ashe Elementary School made Adequate Yearly Progress in 2006, the SWD subgroup failed to meet the state objective of 50 percent of students scoring at Level 3 and above on the FCAT Mathematics Test. To meet the current state objective, a minimum of 56 percent of students in all identified subgroups must score at or above grade level on the FCAT Sunshine State Standards Mathematics Test in 2007. As such, the SWD subgroup must increase the percentage of students scoring at Level 3 or above by a minimum of 23 percent.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input 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 checked="" 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 grades three through five will demonstrate improvement of their mathematical skills as evidenced by 71 percent of the students scoring Level 3 and above on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades three through five in the Students with Disabilities (SWD) subgroup will demonstrate improvement of their mathematical skills as evidenced by 56 percent of the students scoring Level 3 and above on the 2007 administration of the FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Implement the use of manipulatives, graphs, and/or charts during classroom instruction to refine students' critical thinking abilities. | Math Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the use of the FCAT simulation software to familiarize students with the FCAT test format. | Math Teachers, Technology Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize the Continuous Improvement Model to analyze students' academic deficiencies as noted by Academic Improvement Plans, and create a tutorial program to serve the needs of identified low- performing students. | Math Teachers, Assistant Principals, Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Incorporate daily classroom activities that enhance students' problem-solving skills, with emphasis on enhancing students' achievement in the areas of number sense, measurement, geometry, algebraic thinking, and data analysis. | Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize Riverdeep's Online Software and the FCAT Explorer on a weekly basis to enhance students' math skills. | Math Teachers, Technology Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the use of instructional strategies acquired through C.R.I.S.S. and Hands-On Mathematics training to further enhance the mathematical skills of students scoring a Level 3 and above on the 2006 FCAT Mathematics Test. | Math Teachers, Technology Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Encourage parental involvement by inviting parents to participate in "Career Day" activities and share how mathematical | Teachers, Assistant Principals, Guidance Counselors, | 8/14/06 | 5/30/07 | School-to-Career | \$0.00 |

| | | |
|---|---------|--|
| competence is necessary in their respective fields of work. | Parents | |
|---|---------|--|

Research-Based Programs

The Harcourt Math program will support the curriculum with emphasis on the development of number sense, spatial sense, and operation sense. In addition, the implementation of Riverdeep's Online Software will further enhance students' skills in the areas of number sense, measurement, geometry, algebraic thinking, and data analysis.

Professional Development

The continued implementation of instructional strategies from the following professional development programs will support mathematics instruction and positively impact student achievement across grade levels:

1. C.R.I.S.S.; and
2. Hands-On Mathematics

Evaluation

This measurable performance objective will be evaluated through diagnostic and classroom-based instructional assessments, the effectiveness of the before-school tutorial program, and by the 2007 FCAT Mathematics Test scores.

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

GOAL 3 STATEMENT:

Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needs to master state and federal standards in the area of writing.

Needs Assessment

Results of the 2006 FCAT Writing Test indicate that 82 percent of all fourth grade students demonstrated high standards in writing by earning a minimum of 3.5 points. Specifically, 88 percent of students given the expository prompt scored 3.5 points or above. Of those fourth grade students given the narrative prompt, 74 percent earned 3.5 points or above. The data reflects a need for intensive instruction focusing on enhancing students' narrative writing skills.

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 based on the Sunshine State Standards, students in grade four will demonstrate improvement of their writing skills as evidenced by 83 percent of students scoring 3.5 points or above on the 2007 administration of the FCAT Writing + Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|--------------------------------|--------|
| | | START | END | | |
| Use grade-appropriate rubrics to holistically score students' writing, and utilize assessment results to align instruction with student needs in accordance to the Continuous Improvement Model. | Teachers, Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement daily instruction as stipulated by the district's Comprehensive Research-Based Reading Plan to assist students in enhancing their abilities to create a topic sentence, provide supporting details, cite examples, include vivid and specific language, and utilize concluding statements in their writing. | Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide students with opportunities to critique narrative and expository writing samples utilizing grade-appropriate rubrics. | Teachers, Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement C.R.I.S.S. strategies to provide daily instruction based on the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum with primary focus on providing students with opportunities to create, revise, and publish narrative and expository writing samples. | Teachers, Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Engage students in the process of using a grade-appropriate rubric to holistically score their own writing samples. | Teachers, Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |

Research-Based Programs

Houghton Mifflin Reading: A Legacy of Literacy will serve as the core instructional program being implemented at Bowman Foster Ashe Elementary School, and will emphasize on enhancing students' ability to create writing samples reflecting the elements of focus, organization, support, and conventions in adherence to the District's Comprehensive Research-Based Reading Plan.

Professional Development

The continued implementation of instructional strategies from the following professional development programs will support writing instruction and positively impact student performance across grade levels:

1. C.R.I.S.S.;
2. Holistic scoring focusing on the use of rubrics; and
3. Comprehensive Research-Based Reading Plan staff development

Evaluation

This measurable objective will be evaluated through periodic classroom assessments of student writing samples, the Miami-Dade County Public Schools FCAT Writing Pretest and Posttest, and the 2007 FCAT Writing + Test scores.

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

GOAL 4 STATEMENT:

Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master state standards in the area of science.

Needs Assessment

Data from the 2006 FCAT Sunshine State Standards Science Test administration indicates that 37 percent of the students in grade 5 scored at or above Level 3, surpassing the District by eight percent. The data also reflects that the percentage of students in grade 5 scoring at or above a Level 3 surpassed the state average by two percent. While the scores reflect the fact that students are achieving above the District and state, a need nevertheless exists to further enhance achievement levels. As such, intensive science instruction must focus on the areas of physical and chemical sciences, earth and space sciences, life and environmental sciences, and scientific thinking.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will demonstrate improvement of their science skills as evidenced by 62 percent of the students scoring Level 3 or above on the 2007 administration of the FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Coordinate students' research of Internet sites such as NASA Kids, Smithsonian, StarChild, and National Geographic Kids for the purpose of investigating topics of scientific significance. | Teachers Technology Teacher Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Incorporate the Continuous Improvement Model to plan and implement weekly instruction based on the Sunshine State Standards, with emphasis on enhancing students' academic aptitude in the areas of physical and chemical sciences, earth and space sciences, life and environmental sciences, and scientific thinking. | Teachers Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Encourage parental involvement by inviting parents who work in the science field to participate in "Career Day" presentations. | Teachers, Guidance Counselors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize scientific inquiry and real-world applications of science in weekly classroom lessons. | Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Implement the weekly use of Riverdeep's Online Software to enhance students' science skills, with focus on earth and space sciences as well as life and environmental sciences. | Teachers Technology Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Harcourt Science will serve as the core instructional program that will support curricular needs and focus on the enhancement of students' knowledge in the areas of physical and chemical sciences, earth and space sciences, life and environmental sciences, and scientific thinking. In addition, the implementation of Riverdeep's Online Software will further enhance student learning in the area of science.

Professional Development

The continued implementation of C.R.I.S.S. instructional strategies will support science instruction and positively impact student achievement across grade levels. Furthermore, the utilization of Riverdeep's Online Software will enhance students' science skills.

Evaluation

This measurable performance objective will be evaluated by a comparison of the percentage of students in grade 5 scoring at or above a Level 3 on the 2007 administration of the FCAT Science Test as compared to scores on the 2006 administration. In addition, formative tests administered throughout the year will serve to assess students' achievement in the area of science.

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

GOAL 5 STATEMENT:

Parental involvement will increase at Bowman Foster Ashe Elementary School as a result of the concerted efforts of all stakeholders to strengthen ties between the school, home, and community at large.

Needs Assessment

Title I Administration Parental Involvement Monthly School Reports for the 2005-2006 academic year indicate that a total of 1218 parents and community members participated in 39 school activities held at the school site. This data reflects the fact that most of the parental involvement was evident in the month of May 2006, as parents visited the school to participate in various end-of-year activities. However, during other months, parental involvement was rather low, with 3 parents attending school activities in October 2005 and a total of 39 parents attending school events in December 2005. With the realization that student achievement is directly impacted by parental involvement, a need therefore exists to more effectively recruit and maintain a larger network of parents and stakeholders able to consistently participate in school activities and events.

Measurable Objective

Recognizing the need to involve parents in school endeavors, parental involvement will increase as evidenced a five percent increase, as documented by attendance logs, in the total number of parents attending Title I and other school-sponsored workshops, activities and/or events in 2006-2007 as compared to documented parent attendance in 2005-2006.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|-------------------------|----------|
| | | START | END | | |
| Schedule Title I parent seminars conducted by the District's Biligual Parent Outreach Program to address parenting tips, FCAT test-taking tips, and other topics of general interest to the school community. (Standard II. Parenting) | Title I Community Involvement Specialist, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Monitor the effectiveness of home visits conducted by the Title I Community Involvement Specialist in addressing the needs of parents and encouraging parental involvement. (Standard I. Communicating) | Title I Community Involvement Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Send written communication home in a language that is comprehensible to parents. (Standard I. Communicating) | Teachers, Assistant Principals, Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Encourage parents and other stakeholders to attend meetings and activities by sending advance written notification and advertising events on the school's website and newsletter. (Standard I. Communicating) | Teachers, Community Involvement Specialist, Assistant Principal, Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Inform parents of the existence of the "Parent Resource Center" maintained by the Title I Community Involvement Specialist, and encourage parents to avail themselves of the resources and materials found at this center. (Standard III. Student Learning) | Teachers, Title I Community Involvement Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$300.00 |

Research-Based Programs

The "Certified Volunteer" initiative will serve to guide in the selection of volunteers. Furthermore, the National P.T.A. and the Florida P.T.A. provide a wealth of information and resources to assist in encouraging and sustaining parental involvement at the school site. In addition, the National Standards for Parent/Family Involvement Programs will be beneficial in enhancing parental participation.

Professional Development

Faculty and staff members at Bowman Foster Ashe Elementary School will proactively distribute information regarding school events and committee meetings to parents throughout the school year, and provide multiple resources and opportunities for parents to better assist their children.

Evaluation

This objective will be measured by an increase in the number of parents and stakeholders participating in school-sponsored Title I activities and other school-related events as documented by the Title I Administration Parental Involvement Monthly Activities Reports and attendance logs maintained throughout the 2006-2007 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Bowman Foster Ashe Elementary School will reduce the percentage of students placed on indoor and outdoor suspensions as a result of disciplinary infractions.

Needs Assessment

Data retrieved from the District's Student Case Management System indicate that in 2005-2006, 10 students were placed on indoor suspensions and 7 students were placed on outdoor suspensions at Bowman Foster Ashe Elementary School. Careful examination of these students' academic achievement indicated that their performance was oftentimes lagging behind that of their peers. Specifically, this data reflects the need for the school's administration to find alternatives for suspensions of students committing disciplinary infractions in an effort to keep youngsters in school and prevent a negative academic impact.

Measurable Objective

Given an emphasis on an orderly environment, student conduct and discipline will improve as evidenced by a total of 15 or fewer students receiving indoor and outdoor suspensions reported by the District's Student Case Management System for the 2006-2007 academic year as compared to data reported during 2005-2006.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|----------------------------|----------|
| | | START | END | | |
| Encourage select personnel to receive training in order to conduct Functional Assessments of Behavior (FAB) designed to curtail students' discipline problems. | Guidance Counselors, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Encourage the active implementation of conflict-resolution skills to reduce the incidence of disciplinary infractions. | Teachers, Guidance Counselors, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Develop a "Buddy System" where students exhibiting behavior problems are paired with peer role models to encourage appropriate behavior. | Assistant Principals, Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct parent workshops designed to enhance parents' skills in the area of discipline. | Teachers, Title I Community Involvement Specialist, Guidance Counselors, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the "Turn Around Program" to motivate positive student behavior. | Teachers, Guidance Counselors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$300.00 |

Research-Based Programs

Conflict-resolution practices and the active implementation of the District's Elementary Code of Student Conduct and classroom-based discipline plans will serve to foster an orderly environment.

Professional Development

The continued enforcement of the District's Elementary Code of Student Conduct and classroom-based discipline plans will support and encourage school discipline across grade levels. In addition, staff participation at Functional Assessment of Behavior training will also prove beneficial in assisting students to curtail disruptive behavior.

Evaluation

This objective will be measured by a decrease in the indoor and outdoor suspension rate as documented by data reported by the 2006-2007 District's Student Case Management System.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

The technological skills and technology-integrated curriculum practices of faculty members at Bowman Foster Ashe Elementary School will increase as a result of active involvement in professional development opportunities.

Needs Assessment

Visitations conducted in 55 classrooms by the school's administration in 2005-2006 indicated the overall need for increased teacher training in the area of technology as a means of electronically accessing data for the purposes of teaching and learning. Specifically, the visitations highlighted the need for an increase in the use of technology by some teachers in planning for and/or conducting instruction.

Measurable Objective

Given participation in a minimum of two professional development activities in the area of technology as evidenced by training attendance logs and registration forms, seventy five percent of all homeroom teachers will increase their integration of technology in instructional planning and evaluation.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Encourage teachers to register for district-sponsored inservice sessions in the area of technology. | Teachers, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct classroom visitations to assess teachers' use of technology to support instruction. | Assistant Principals, Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Monitor the teachers' implementation of data reports retrieved from the Student Performance Indicators (SPI) Intranet application for instructional purposes. | Assistant Principals, Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Coordinate professional development opportunities to train teachers to utilize the Riverdeeps' Online Software and Voyager Passport for instructional means. | Technology Teacher, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

The Voyager Passport and Riverdeep's Online Software will be accessed and utilized for training purposes. In addition, District personnel will be requested to provide specialized training to teachers on the integration of technology in teaching and learning.

Professional Development

Faculty members at Bowman Foster Ashe Elementary School will participate in professional development seminars. These training sessions will be conducted during planning times and teacher planning days.

Evaluation

This objective will be measured by an increase in teachers' integration of technology in instruction as evidenced by seventy five percent of all homeroom teachers participating in a minimum of two professional development activities in the area of technology, as evidenced by training attendance logs and registration forms.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Physical activities play an essential role in the development of students' physical, emotional, mental, and social skills. Through active participation in a well- balanced program, students are provided with opportunities to develop positive attitudes toward physical activity and thus promote physically active lifestyles. As identified by the National Standards for Physical Education, students should be able to:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Participate regularly in physical activity.
3. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
4. Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
5. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
6. Achieve and maintain a health-enhancing level of physical/health related fitness.

Needs Assessment

Based on data from the 2005-2006 school year, 43 percent of students in grades four and five earned the Miami-Dade County Public Schools' mandated gold or silver FITNESSGRAM Award. Conversely, 57 percent of the fourth and fifth grade students tested failed to earn the fitness award. The data demonstrates the need for intensive fitness training to improve students' overall physical performance.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, 46 percent of students in grades four and five will earn the gold or silver FITNESSGRAM Award in 2006-2007.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Monitor the school's physical education program to ensure that instructional activities are specifically related to assessment component items. | Assistant Principals, Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement physical activities that provide students with multiple opportunities to participate in mile runs, back extension exercises, push-ups, curl-ups, skin folds, and sit and reach practices. | Physical Education Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Ensure that an appropriate amount of instructional time is devoted to fitness-related activities that emphasize improvement in flexibility, cardiovascular health, and muscular strength and endurance. | Physical Education Teachers, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct mini-reviews of the instructional program at the end of each grading period to assess effectiveness and align instructional needs. | Physical Education Teachers, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Administer a pre-test in Fall 2006 to determine baseline measures, and utilize feedback provided to help drive physical fitness instruction. | Physical Education Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

The implementation of the FITNESSGRAM Test Program, available from Human Kinetics, will support the curriculum by identifying specific fitness areas in need of further development. Physical education teachers will attend a District-sponsored workshop in November 2006 to receive training on the FITNESSGRAM Test Program.

Professional Development

Physical education teachers will continue to implement instructional strategies based on the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, with emphasis on the improvement of students' cardiovascular health, flexibility, and muscular strength and endurance.

Evaluation

This objective will be measured by an increase in the percentage of students in grades four and five who are awarded the gold or silver FITNESSGRAM Award in 2006-2007.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Elementary students will enhance their functional knowledge of technology, with emphasis on the improvement of word processing skills.

Needs Assessment

Computer Lab visitation logs for the 2005-2006 academic year highlighted the fact that a minimum of 70 percent of students demonstrated the need to increase their usage of technology as both a means to access information and a tool for learning and refining their word processing skills. Specifically, a review of classroom and computer lab activities indicated a need to enhance students' ability to independently create, revise, and publish writing samples. To this avail, a technology teacher has been assigned to the computer lab to provide specialized and practical technology training to students across grade levels.

Measurable Objective

Given computer-assisted instruction in the computer lab, 80 percent of students in grades one through five will improve their ability to create, revise, and publish two written documents via the word processor as evidenced by individual writing portfolios maintained throughout the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Engage students in the writing of letters to pen pals via the word processor. | Technology Teacher, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the creation and maintenance of student writing portfolios containing writing samples produced via the word processor. | Technology Teacher, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Coordinate instructional activities requiring students to create poems via the word processor, with emphasis on the correct use of fonts, and word and grammar checks. | Teachers, Technology Teacher, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Integrate student use of a word processor in the classroom for the purpose of writing documents. | Teachers, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide opportunities for students to utilize the Microsoft Word program in the computer lab to create, revise, and publish writing samples in response to narrative and expository prompts. | Technology Teachers, Teachers, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

The continued implementation of word processing software such as Microsoft Word will support the technology-integrated curriculum and guide instruction.

Professional Development

Teachers will participate in professional development workshops offered onsite and through Miami-Dade County Public Schools including Microsoft Word training to enhance their technological skills.

Evaluation

This objective will be measured by an improvement in the ability of students to create, revise, and publish four written documents via the word processor as documented in writing portfolios.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Bowman Foster Ashe Elementary School will rank at or above the 70th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Bowman Foster Ashe Elementary School ranked at the 66th percentile on the State of Florida ROI index.

Measurable Objective

Bowman Foster Ashe Elementary School will improve its ranking on the State of Florida ROI index publication from the 66th percentile in 2004-2005 to the 70th percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Improve the utilization of financial resources in relation to available school programs. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Collaborate with the district on allocation of resources. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Use Title I funds to augment curriculum and ultimately enhance student achievement. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Analyze opportunities to reconfigure existing resources to enhance cost effectiveness. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Consider possibilities for broadening the resource base by establishing partnerships with community networks. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

The Return on Investment (ROI) index formulated by the Florida Department of Education serves to explain how school funds are appropriated for educational purposes, and how effectively these funds are utilized to generate school and student performance.

Professional Development

The administration at Bowman Foster Ashe Elementary School will proactively research ways to increase the ROI percentile rank.

Evaluation

On the next State of Florida ROI index publication, Bowman Foster Ashe Elementary School will demonstrate progress by reaching the 70th percentile on the ROI index.

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 recommends that available funds be used to hire hourly paraprofessionals to tutor students in early grades. This will address the school's focus on reading and writing instruction.

Training:

The EESAC recommends that the staff continue to emphasize inservice activities geared toward enhancing instructional strategies, as well as providing a forum for networking among faculty members. By providing increased opportunities for collaboration and staff development, the faculty will be better prepared to serve the needs of all learners.

Instructional Materials:

The EESAC recommends that funds be allocated to purchase additional materials for guided reading and to enhance mathematics application skills. Manipulatives and instructional aids will assist kinesthetic learners to better comprehend abstract concepts.

Technology:

The EESAC recommends that the FCAT Explorer and the Accelerated Reader Program continue to be implemented to support reading. Additionally, the continued use of the Riverdeep Online Software and TestTools FCAT software will help to enhance student learning.

Staffing:

The EESAC recommends that additional hourly paraprofessionals be hired to work with students individually or in small groups. This extra assistance will serve to decrease the teacher-to-pupil ratio and help to provide increased opportunities for individualized support.

Student Support Services:

The EESAC recommends continued student and family counseling provided by a Children's Psychiatric Center therapist and school guidance personnel. Child Study Team meetings and parent conferences will continue to convene as deemed necessary.

Other Matters of Resource Allocation:

The EESAC recommends the implementation of EESAC and FCAT funds for the continuation of hourly paraprofessionals and provision of supplemental instructional materials.

Benchmarking:

The EESAC recommends the provision of staff development opportunities for teachers.

School Safety & Discipline:

The EESAC recommends supporting continue incentive programs to enhance cafeteria behavior. Additionally, an indoor alternate assignment plan has been created to curtail discipline problems and reduce the suspension rate.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$12,000.00 |
| Goal 2: Mathematics | \$0.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$0.00 |
| Goal 5: Parental Involvement | \$300.00 |
| Goal 6: Discipline & Safety | \$300.00 |
| Goal 7: Technology | \$0.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$0.00 |
| Goal 10: Return On Investment | \$0.00 |
| Total: | \$12,600.00 |

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