

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Bowman Foster Ashe Elementary School (0451)

Feeder Pattern - John A. Ferguson Senior

Regional Center V

District 13 - Miami-Dade

Principal - Steve Rummel

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Bowman Foster Ashe Elementary School, located in southwestern Miami-Dade County, serves a predominantly Hispanic, yet nonetheless diverse, student population. Demographic profiles for the 2005-2006 school year reveal that of the 1300 total enrollment, 88 percent are Hispanic, two percent are Black, six percent are White, and four percent are Asian, Indian, or multiracial students. A total of 65 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 Language Learner (ELL) 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 (SPED) program provides services to 7.5 percent of the total student enrollment. The Academic Excellence Program is also offered at the school site, where 185 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 2007-2008 academic years.

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate improvement of their reading skills as evidenced by 75 percent of students scoring Level 3 or above on the 2008 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 75 percent of those students scoring Level 3 and above on the 2008 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 90 percent of students scoring 3.5 points or above on the 2008 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 49 percent of the students scoring Level 3 or above on the 2008 administration of the FCAT Science Test.

Given the importance of parental involvement through Title I participation and as evidenced by Parent Compacts, the total number of returned compacts will increase to 93 percent.

Given an emphasis on a safe and orderly environment, student conduct and discipline will maintain the current 15 or fewer suspensions as reported by the District's Student Case Management System for the 2007-2008 school year.

Given the importance of professional development, teachers will participate in a minimum of two professional development activities in the area of technology as evidenced by training attendance logs and registration forms.

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 the 2007-2008 school year.

Given computer-assisted instruction in the computer lab, 80 percent of students in grades one through five will improve their ability to progressively create, revise, and publish two written documents via the word processor as evidenced by individual writing portfolios maintained throughout the 2007-2008 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.



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.

0451 - 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 1300 total enrollment, 88 percent of the students enrolled are Hispanic, two percent are Black, six percent are White, and four percent are Asian or multiracial students. A total of 65 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 64 percent of the faculty and staffs are of Hispanic origin, 13 percent are Black, and 20 percent are White, non-Hispanic according to published data from the District's 2005-2006 School Profile. Bowman Foster Ashe's instructional staff has a total average of 10 years of teaching experience in Florida, and 11 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 2005-2006 School Profile, 44 percent have obtained Master degrees and 6 percent have earned Specialist degrees. Four 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 six 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 ELL program. In order to meet this challenge, the administration offers pull-out ELL 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 Center for Professional Development 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 2007-2008 academic years. 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, Connect Ed. messages, 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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading 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 68 percent of students in grade three, 73 percent of students in grade four, and 69 percent of students in grade five demonstrated sufficient annual learning gains in reading as demonstrated on the 2007 FCAT Sunshine State Standards Reading Test. Conversely, an analysis of scores on the 2007 FCAT Sunshine State Standards Reading Test reveals that 32 percent of students in grade three, 27 percent of students in grade four, and 31 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 66 percent of the students in the White, Black, Hispanic, Asian, Economically Disadvantaged, and 55 percent English Language Learner (ELL) subgroups scored at or above a Level 3 in reading. While Bowman Foster Ashe Elementary met federal requirements for Adequate Yearly Progress.

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 grades three through five will demonstrate improvement of their reading skills as evidenced by 75 percent of students scoring Level 3 or above on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Teachers, Reading Coach, Assistant Principals	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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.	Teachers, Reading Coach, Assistant Principals	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Identify third grade students retained in 2007 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 improving reading comprehension.	Teachers, Reading Coach, Assistant Principals	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Encourage parental involvement by giving parents the tools necessary to read and critique their youngsters' writing samples on a quarterly basis, monitor their reading nightly for a minimum of 30 minutes, and signing their children's reading logs.	Teachers, Parents	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Coordinate free after-school reading tutorial services to select students in grades 2 and 3, with emphasis on improving overall reading comprehension.	Teachers, Assistant Principals, Principals	01/07/2008	3/1/2008	District-wide Literacy Plan	12000

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, Leap Track Assessment and Instruction System, Soar to Success, and LEXIA program will be utilized to enhance instruction of Tier II 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. Voyager Passport – Levels A-D / E and F pending funds for afternoon tutoring
3. Vocabulary Instruction (in house).

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 2008 FCAT Reading Test scores.

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 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"/>

Mathematics 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

Results of the 2007 FCAT Mathematics Test indicate that 71 percent of all students met high standards in mathematics. Conversely, an analysis of scores on the 2007 FCAT Mathematics Test reveals that 29 percent of the students did not demonstrate sufficient annual learning gains in mathematics. Additionally, 71 percent of economically disadvantaged students and 67 percent of English Language Learners in grades three through five demonstrated high standards in mathematics. Specifically, the data demonstrates that the instructional needs of all subgroups should be addressed, and that alternative instructional strategies must be explored in order to ensure learning gains for all students in the 2007-2008 school year.

An analysis of mathematic scores within content clusters reveals that the proficiency level of students in grade three increased from 63 percent to 75 percent in measurement, but decreased from 67 percent to 50 percent in the area of algebraic thinking. The proficiency level of students in the fourth grade demonstrated an increase in geometry from 57 percent to 71 percent conversely. Scores for fifth grade students decreased from 55 percent correct to 45 percent correct in measurement and 55 percent to 45 percent as well in algebraic thinking.

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 checked="" 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 75 percent of those students scoring Level 3 and above on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Harcourt mathematics Chapter Assessments to monitor student progress and implement the Continuous Improvement Model.	Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Analyze the results of Interim Assessments to target instruction for all N.C.L.B. subgroups not meeting criteria and promote the implementation of appropriate differentiated instructional strategies.	Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide small group mathematic instruction to FCAT Level 1 and 2 students to remediate and reinforce mathematical concepts.	Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Develop comprehensive mathematical vocabulary through the use of word walls and problems of the day, and FCAT Explorer.	Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize Riverdeep's Online Software and the FCAT Explorer on a weekly basis to enhance students' math skills.	Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Incorporate the writing process in the use of mathematical concepts and solutions for students using the Harcourt Fast Track to FCAT Program.	Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide students with performance based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology to ensure continued improved performance of students scoring on or above grade level on state and district assessments.	Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement the use of the FCAT simulation software to familiarize students with the FCAT test format.	Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	

Research-Based Programs

The Harcourt Math program will support the curriculum with emphasis on the development of algebraic thinking and measurement. In addition, the continued use of Riverdeep's Online Software and FCAT Explorer 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 Critical Friends Groups
- 2 Hands-On Mathematics

Evaluation

This measurable performance objective will be evaluated through District Interim Assessments, diagnostic assessments, and by the 2008 FCAT Mathematics Test scores. Classroom based textbook chapter test will also provide formative assessments which will be used to monitor the progress of the objective.

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 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"/>

Writing 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 2007 FCAT Writing Test indicate that 89 percent of all fourth grade students demonstrated high standards in writing. Scores on the 2007 FCAT Writing Test indicate that 11 percent of all fourth grade students did not demonstrate high standards in 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 demonstrate improvement of their writing skills as evidenced by 90 percent of students scoring 3.5 points or above on the 2008 administration of the FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement C.R.I.S.S. strategies to provide daily systematic 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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Engage students in the process of using a grade-appropriate rubric to holistically score their own writing samples and provide students with opportunities to critique narrative and expository writing samples written by peers.	Teachers, Reading Coach	8/02/2007	6/5/2008	District-wide Literacy Plan	0

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 the enhancement of 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
- 4 Write Traits

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 2008 FCAT Writing + Test scores. .

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 type="checkbox"/>

Miami-Dade County Public Schools

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

Science 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 2007 FCAT Sunshine State Standards Science Test administration indicates that 39 percent of the students in grade 5 scored at or above Level 3. These scores indicate the need for intense instructional adjustments to be made in order for students 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 49 percent of the students scoring Level 3 or above on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize scientific inquiry and real-world applications of science in weekly classroom lessons.	Teachers, Grade Level Chairs	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Coordinate the alignment of the Scott Foresman series to the District K-5 Curriculum Pacing Guide with an emphasis on the integration reading literacy into the science period.	Teachers, Grade Level Chairs	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman series 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 instructional strategies will support science instruction and positively impact student achievement across grade levels. The leveled readers and experimentation activity equipment kits included in the Scott Foresman series will allow students the opportunity to incorporate an additional element of literacy in the science component. 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 2008 administration of the FCAT Science Test as compared to scores on the 2007 administration. In addition, formative tests administered throughout the year will serve to assess students' achievement in the area of science.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement 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 2006-2007 school year indicate that a total of 1100 Parent Compacts were returned. However in a school of 1300 students we still could increase the number of Parent Compacts as a measure of parental involvement.

Measurable Objective

Given the importance of parental involvement through Title I participation and as evidenced by Parent Compacts, the total number of returned compacts will increase to 93 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Send written communication home in a language that is comprehensible to parents. (Standard I. Communicating)	Teachers, Assistant Principals, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage parents and other stakeholders to attend meetings and activities by sending advance written notification and telephonic notification and advertising events on the school's website and newsletter. (Standard I. Communicating)	Teachers, Community Involvement Specialist, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	300
Utilize Connect Ed Message System to communicate telephonically with parents and other stakeholders in their preferred language.	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

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 and increasing volunteer activity and involvement.

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 Parent Compacts returned and recorded in the Title I Parental Involvement Report throughout the 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety 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 2006-2007, 1 student was placed on suspension at Bowman Foster Ashe Elementary School. Specifically, this data reflects the change in practice of the school's administration in finding 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 a safe and orderly environment, student conduct and discipline will maintain the current 15 or fewer suspensions as reported by the District's Student Case Management System for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage the active implementation of conflict-resolution skills to reduce the incidence of disciplinary infractions.	Teachers, Guidance Counselors, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop a "Buddy System" where students exhibiting behavior problems are paired with peer role models to encourage appropriate behavior.	Assistant Principals, Principal, Guidance Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct parent workshops designed to enhance parents' skills in the area of discipline.	Teachers, Title I Community Involvement Specialist, Guidance Counselors, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the "SPOT Success" program to motivate positive student behavior.	Teachers, Administrators, Guidance Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Conflict-resolution practices and the active implementation of the revised District's Elementary Code of Student Conduct and classroom-based discipline plans will serve to foster an orderly and safe environment supported by the increased exposure of positive versus negative behaviors.

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 maintaining the current suspension rate as documented by data reported by the 2007-2008 District's Student Case Management System.

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

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

Technology 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 63 classrooms by the school's administration in 2006-2007 indicated the 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 the importance of professional development, teachers will participate in a minimum of two professional development activities in the area of technology as evidenced by training attendance logs and registration forms.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage teachers to register for district- sponsored inservice sessions in the area of technology.	Teachers, Assistant Principals, Professional Development Liaison	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct classroom visitations to assess teachers' use of technology to support instruction.	Assistant Principals, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor the teachers' aggregation and analysis of data reports retrieved from the Student Performance Indicators (SPI) Intranet application for instructional purposes.	Assistant Principals, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Coordinate professional development opportunities to train teachers to collect and utilize district, schools and individual student data for instructional means.	Assistant Principals, Professional Development Liaison	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

The Intranet and the data contained therein 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.

Health & Physical Fitness 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Health & Physical Fitness 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 2006-2007 school year, 36 percent of students in grade four passed the Miami-Dade County Public Schools' mandated FITNESSGRAM District Fitness Test for the Mile Run. Conversely, 64 percent of the fourth grade students tested failed to pass the mile run. The data demonstrates the need for intensive fitness training to improve students' overall cardiovascular endurance.

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 the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the school's physical education program to ensure that instructional activities are specifically related to assessment component items.	Assistant Principals, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement physical activities that provide students with multiple opportunities to participate in endurance activities and the mile run.	Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer a pre-test in Fall 2007 to determine baseline measures, and utilize feedback provided to help drive physical fitness instruction.	Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

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 2007 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 passed the FITNESSGRAM standard mile run in the 2007-2008 school year.

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
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Electives & Special Areas Statement

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

Needs Assessment

Computer Lab visitation logs for the 2006-2007 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, the classroom teacher will assist students in the computer lab in order to provide specialized and practical technology training in the areas of word processing and software management.

Measurable Objective

Given computer-assisted instruction in the computer lab, 80 percent of students in grades one through five will improve their ability to progressively create, revise, and publish two written documents via the word processor as evidenced by individual writing portfolios maintained throughout the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage students in the writing of letters to pen pals via the word processor.	Teachers, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the creation and maintenance of student writing portfolios containing writing samples produced via the word processor.	Teachers, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
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, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Integrate student use of a word processor in the classroom for the purpose of writing documents.	Teachers, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
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.	Teachers, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0

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, EXCEL, Power Point Presentations, E-Instruction Classroom Performance System, and Publisher 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 two written documents via the word processor as documented in writing portfolios.

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

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

Return On Investment 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Improve the utilization of financial resources in relation to available school programs.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on allocation of resources.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use Title I funds to augment curriculum and ultimately enhance student achievement.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Analyze opportunities to reconfigure existing resources to enhance cost effectiveness.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider possibilities for broadening the resource base by establishing partnerships with community networks.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

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.

Other Goal

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

Florida Education Priorities

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

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

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

Professional Development

Evaluation

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC 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 in-service 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. Manipulative 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 Test Tools 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 Improvement Plan 2007-2008



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
Reading	12000
Mathematics	0
Writing	0
Science	0
Parental Involvement	300
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	12300



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