
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2531 - Thena Crowder Elementary School

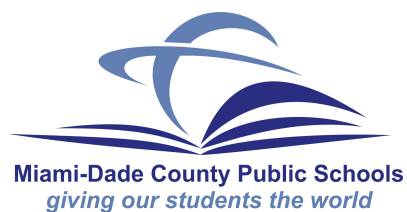
FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Dahlia Gonzalez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Thena Crowder Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Thena C. Crowder Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to third grade. Common instructional reading materials, with demonstrated success, will be utilized by the school, as well as supplemental and literacy intervention materials across all grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on the 8-Step Continuous Improvement Model that will allow for monitoring of student achievement through a variety of assessments including weekly, monthly and interim assessments which will generate student performance data to be carefully analyzed and used to focus instruction accordingly. Additionally, in order to maximize learning opportunities for students Thena C. Crowder Elementary operates under the extended day and extended year model.

Thena C. Crowder Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Thena C. Crowder Elementary School.

Given instruction using the Sunshine State Standards (SSS), students in grade 3 will improve their reading skills as evidenced by 54 percent of students scoring at or above Achievement Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade 3 will improve their mathematical skills as evidenced by 50 percent of students scoring an Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards first, second, and third grade students will increase their writing skills as evidenced by a minimum of 75 percent of the students improving 1 point on a rubric-scored District Writing Assessment, administered in May, 2006 using a 6 point rubric in third grade and a 4 tiered rubric in first and second grade, compared to the District Writing Assessment administered in August, 2005.

Given instruction using the Sunshine State Standards, students in third grade will increase their science skills as evidenced by a minimum of 73 percent of third grade students achieving a five percentage point increase on a school developed post-test to be administered in May, 2006, as compared to the pre-test administered in September, 2005.

Given the need to establish a link with the home to support the efforts of improving the academic achievement of students, parental involvement will reflect a five percentage point gain above the 2004-2005 level of participation, as evidenced by the data attained from the 2005-2006 Annual Survey of Title 1 Parental Involvement.

Given an emphasis on providing a safe and orderly environment, 90 percent of the parents responding to the 2005-2006 School Climate Survey will agree with the statement " My child's school is safe and secure."

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by an increase of one level point on the Star scale in the Educator Use of Technology component.

Given the recommendations of the Florida Department of Education (FDOE), the number of students passing the 2005-2006 FITNESSGRAM will increase by three percentage points.

Given the need to expose students to their cultural heritage, at least 70 percent of the students in all grades will be able to experience at least four cultural events as evidenced by participation in a variety of school and community activities.

Given the need to improve the ranking on the State of Florida Return on Investment index, the school will improve from the zero percentile in 2003 to the fifth percentile on the next publication of the index.

The School Improvement Zone has implemented research-based curriculum that directs the instructional program. These instructional programs generate student data, which targets specific deficiencies of students not attaining grade level standards. This data impacts the instructional planning and activities implemented throughout the curriculum. The Organizational Performance Improvement Snapshot Survey indicated the instructional staff was concerned about the lack of collaborative planning between the district and the schoolsite, as it relates to the individual needs of the students at our school (2a, 3e). Therefore, the Professional Development Team, and the Curriculum Leadership Team will ensure that the instructional staff has input in the curriculum development at the school level, within the School Improvement Zone guidelines, and be allowed to participate in the decision making process as it relates to the school's instructional program.

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.

Thena Crowder Elementary School

VISION

VISION STATEMENT: The vision of Thena C. Crowder Elementary School is to provide all the students with a challenging and diversified early learning experience. As a small primary school we envision a family atmosphere that nurtures and encourages our young students to become lifelong learners. The staff of Thena C. Crowder Elementary School will focus on providing a personalized, focused educational plan for all students, taking into consideration their diverse needs, backgrounds, and experiences.

MISSION

MISSION STATEMENT: The mission of Thena C. Crowder Elementary School is to prepare our young students with the basis and the love of learning that will encourage them to become lifelong learners. We will provide our students with an introduction to learning that will set the stage for all of their future educational endeavors. This will be accomplished by establishing a cohesive and active partnership between parents, school, and community that will develop students into capable contributors to a global, democratic society.

CORE VALUES

Thena C. Crowder Elementary holds the following beliefs as the motivation for all the endeavors undertaken by the school: We are dedicated to quality; quality of service, quality of relationships, and quality of communications. We believe that we should be, a haven of realized potential for all our students; and our responsibility is to our students, our employees, the community, and the society we serve.

School Demographics

Thena C. Crowder Elementary School is a primary center housing 174 students in grades Pre-Kindergarten through grade three. It is located at 757 N.W. 66th Street in the community of Liberty City. The school has been designated a Title 1 school; ninety-eight percent of the students registered at Thena C. Crowder Elementary School qualify for free or reduced lunch. Ninety-nine percent of the students are African American and one percent Hispanic. Six students with various special needs are enrolled in an Orthopedically Impaired program, and are serviced in a self-contained environment. Five percent of the population is Limited English Proficient. The mobility rate at Thena C. Crowder Elementary School is 47. The attendance rate for the 2004-2005 school year was 94.71 percent. As a part of the School Improvement Zone initiative, Thena C. Crowder Elementary School has been targeted to receive assistance in providing an intensive program with a focus on literacy. There will be a structured curriculum with extended day and extended year for the students enrolled at the school. Intensive professional development will be provided to all members of the staff. Thena C. Crowder Elementary School provides educational services in traditional classroom settings with technology enhancing learning in all areas. Title I funding is used to provide differentiated instruction to students that require assistance. The size of Thena C. Crowder Elementary allows the staff to individualize instruction for all students in need of intervention and provide enrichment to those who are performing above grade level. Easter Seals of Miami provides after school tutorial and enrichment services to approximately 100 students at Thena C. Crowder Elementary School. A 21st Century Learning Community Grant funds the program. These students receive tutorial services on Mondays, Tuesdays, and Thursdays with enrichment activities in art, music, computers, chess and Physical Education on Wednesdays and Fridays. These services are provided free of charge. Thena C. Crowder Elementary School made Adequate Yearly Progress during the 2004-2005 school year.

Thena C. Crowder Elementary School's faculty and staff are committed to improving the educational opportunities for children by providing the necessary tools and assistance to attain grade level standards. We are dedicated to providing a learning environment that will allow students to reach their optimum potential.

School Foundation

Leadership:

The administration at the school sets direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its staff in the decision making process.

District Strategic Planning Alignment:

The school has clear goals and objectives that are communicated to all stakeholders. The Curriculum Leadership Team meets regularly to monitor and assess progress being made in accomplishing the goals.

Stakeholder Engagement:

The School Climate Survey from the 2004-2005 school year shows that there is a high level of satisfaction by both parents and staff.

Faculty & Staff:

Thena C. Crowder Elementary is a small primary center; this configuration allows the stakeholders to feel like they are part of a “small learning community”. The team approach is important in the decision making process. The Professional Development Team, the Curriculum Leadership Team, as well as grade level teams meet regularly. Faculty meetings are utilized to ensure that teachers are updated on district policies and new initiatives.

Teacher Mentoring Programs: Several programs encompass mentoring opportunities. Thena C. Crowder Elementary School’s teacher mentoring program ascribes to the policies and procedures set forth in the District’s PACES manual. Additional assistance is provided by administration during informal and formal classroom visitations. District Educational Specialists provide teachers with classroom resources, data analysis, modeling, collaborative planning, lessons, and on-site professional development.

Data/Information/Knowledge Management:

Data is collected, analyzed and used to plan the instructional program on an ongoing basis. The school subscribes to the 8-Step Continuous Improvement Model; it is a data-driven, results oriented school reform design. This process drives the school improvement initiative. The EESAC monitors this body of work.

Education Design:

Thena C. Crowder Elementary adheres to the District and the School Improvement Zone’s educational design. Students are provided with extended learning opportunities through its partnership with Easter Seals of Miami. Students are provided with tutorial and enrichment programs. The 8-Step Continuous Improvement Model drives the school improvement initiative. The EESAC monitors this body of work.

Performance Results:

At the onset of the school improvement planning, the staff and EESAC explored areas that directly impacted

performance results. Some of these areas were student achievement, teacher training, instructional resources and materials, suspensions, and the socio-economic level of our student body.

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

GOAL 1 STATEMENT:

Students at Thena C. Crowder Elementary will continue to improve their reading skills as measured by the FCAT in order to continue to meet Adequate Yearly Progress.

Needs Assessment

The data attained from the School Performance Accountability results indicates that 47 percent of the third grade students did not score at or above an Achievement Level 3 on the 2005 administration of the FCAT Reading Test. Analysis of the scores indicates that students will need to increase skills in the Words/Phrases and the Main Idea/ Author's Purpose clusters. Continued emphasis on all the reading clusters is paramount if we are to make Adequate Yearly Progress during the 2005-2006 school year.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade 3 will improve their reading skills as evidenced by 54 percent of students scoring at or above Achievement Level 3 on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize available data from District and school developed bi-weekly assessments to target individual student strengths and weaknesses and to remediate deficiencies.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Implement the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Administrators, Curriculum Specialist, Reading Coach	08/01/2005	05/26/2006
Utilize and monitor the Reading Plus, Leap Pad, Riverdeep, and FCAT Explorer programs to target individual student deficiencies using technology.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Administer weekly, monthly, and interim assessments aligned to the Sunshine State Standards tested benchmarks.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Ensure that all teachers are trained in using CRISS. Monitor the implementation of CRISS in order to increase student achievement in Reading.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar and the scope and sequence in Reading.	Administrators, Classroom Teacher	08/31/2005	05/26/2006
Develop an instructional focus calendar in order to plan and pace instruction so that all tested benchmarks are taught prior to the administration of the FCAT Reading.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Provide strategies for parents to use at home to support reading achievement through workshops, printed information, informal home visits, and conferences.	Administrators, Reading Coach, Classroom Teacher, Community Involvement Specialist	08/01/2005	05/26/2006
Provide, an after-school tutorial and enrichment program sponsored by Easter Seals of Miami to work in collaboration with teachers to monitor targeted second and third grade students.	Administrators, Program Site Coordinator, Classroom Teacher	08/01/2005	05/26/2006

Additionally, provide all students with extended opportunities for learning and enrichment activities.			
Identify students in grade 3 who scored below the 40 percentile in Reading on the 2005 administration of the Stanford Achievement Test-10 and schedule them into the extended day program to remediate deficiencies, utilizing Soar to Success and Voyager as the reading intervention program.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Implement Edusoft to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006

Research-Based Programs

CORE PROGRAM: Houghton Mifflin's Legacy of Literacy

SUPPLEMENTAL PROGRAMS: Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, CRISS (CReating Independence through Student-owned Strategies), Reading Plus, Accelerated Reader

Professional Development

Using the School Improvement Zone (SIZ) organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development days. Training will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, and Voyager Passport. Provide professional development that will enable school-site administrators to support the Comprehensive Research-based Reading Program.

Provide professional development on the 8-Step Continuous Improvement Model. The School Improvement Zone Curriculum Support Specialists and school-site reading coach will schedule on-going professional development to teachers in kindergarten through grade three in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time. Offer professional development to teachers in the areas of Data Analysis, Linking Data to Instruction, CRISS, Best Practices, Curriculum Mapping, Guided Reading, FCAT Explorer, Reading Plus, Leap Pad by Leapfrog, 8-Step Continuous Improvement Model, and Accelerated Reader.

Evaluation

The success of meeting the objective will be measured by the scores on the 2006 administration of the FCAT Reading Test. Progress towards objectives will be monitored by district assessments, interim assessments, and by school developed bi-weekly and cumulative benchmark assessments.

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

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

GOAL 2 STATEMENT:

Students at Thena C. Crowder Elementary will continue to improve their mathematical skills as measured by the FCAT in order to continue to meet Adequate Yearly Progress.

Needs Assessment

The data attained from the School Performance Accountability results indicate that 53 percent of the third grade students did not score at or above an Achievement Level 3 on the 2005 administration of the FCAT Mathematics Test. Analysis of the scores indicates that students will need to increase skills in the Number Sense and the Data Analysis clusters. Continued emphasis on all the mathematical clusters is paramount if we are to make Adequate Yearly Progress during the 2005-2006 school year.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 3 will improve their mathematical skills as evidenced by 50 percent of students scoring an Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide strategies for parents to use at home to support mathematical achievement through workshops, printed information, and conferences.	Administrators, Classroom Teacher, Community Involvement Specialist	08/01/2005	05/26/2006
Focus on all mathematical clusters (Data Analysis and Probability, Measurement, Geometry, Algebraic Thinking, and Number Sense,) according to the scope and sequence provided by the District.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Utilize the District scope and sequence to ensure structured delivery and in order to pace instruction so that all tested benchmarks are taught prior to the FCAT Mathematics Test.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Collect data from benchmark assessments in order to implement, monitor, and provide an after-school tutorial program, that will assist second and third grade students with deficiencies.	Administrators, Site Coordinator, Classroom Teacher	08/01/2005	05/26/2006
Ensure that all teachers are trained in using CRISS. Monitor the implementation of CRISS in order to increase student achievement in Mathematics.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Implement weekly, monthly, and interim assessments that are aligned to the Sunshine State Standards tested benchmarks. Use Edusoft to score assessments, and generate disaggregated data reports to redirect classroom instruction for placement of students in flexible tutorial groups.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Implement the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	Administrators, Curriculum Support Specialist, Classroom Teacher	08/01/2005	05/26/2006
Provide the materials and monitor the use of manipulatives for problem solving, and critical thinking strategies, as aligned with the Sunshine State Standards and the Harcourt Brace	Administrators, Classroom Teacher	08/01/2005	05/26/2006

Research-Based Programs

CORE MATERIAL: Harcourt Brace Mathematics

SUPPLEMENTAL MATERIAL: CRISS Strategies

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development days. Training will include the core mathematics program, intervention programs, and assessments used at the elementary school level as follows: Data Analysis, Hands-On Mathematics, Curriculum Mapping, Data Driven Instruction, 8-Step Continuous Improvement Model and CRISS.

Evaluation

The success of meeting the objective will be measured by the scores on the 2006 administration of the FCAT Mathematics Test. Progress towards the objective will be monitored by district assessments, interim assessments, and by school developed bi-weekly and cumulative benchmark assessments.

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

GOAL 3 STATEMENT:

Increase writing performance in all grades in order for the students to meet state standards in the fourth grade FCAT Writing Test. All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions. All students will be able to communicate effectively through writing.

Needs Assessment

A review of writing assessment data gathered during the 2004-2005 school year indicated that third grade students scored an average of 2.8 on a 6 point rubric in the District’s end of the year expository prompt and a 2.9 on the narrative prompt. This is well below the 3.5 needed to meet state standards. Fifty-two percent of the second graders scored in the low or unscorable range in the Spring, 2005 District Writing Assessment. Twenty-eight percent of the first graders scored in the low or unscorable range in the Spring, 2005 District Writing Assessment.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
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Measurable Objective

Given instruction using the Sunshine State Standards first, second, and third grade students will increase their writing skills as evidenced by a minimum of 75 percent of the students improving 1 point on a rubric-scored District Writing Assessment, administered in May, 2006 using a 6 point rubric in third grade and a 4 tiered rubric in first and second grade, compared to the District Writing Assessment administered in August, 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Readers/Writers Workshop from the Houghton Mifflin Series.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Utilize Curriculum Mapping to infuse writing in all areas of the curriculum	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Utilize the 4-point rubric for first and second grade and the 6-point rubric for third grade, to analyze student responses to prompts and develop specific strategies to guide the writing instruction.	Administrators, Reading Coach, Curriculum Support Specialist, Classroom Teacher	08/01/2005	05/26/2006
Infuse the Learning Express technology program to score third grade prompts.	Administrators, Reading Coach	08/01/2005	05/26/2006
Provide strategies for parents to use at home to support writing skills through workshops, printed information, and conferences.	Administrators, Reading Coach, Classroom Teacher, Community Involvement Specialist	08/01/2005	05/26/2006
Ensure that all teachers are trained using CRISS. Monitor the implementation of CRISS in order to increase achievement in Writing.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Implement the SANRON Writing Program in all grade levels.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Provide all students with the opportunity to respond to monthly prompts in a variety of genres throughout the year, which will be scored on a rubric scale. Provide daily practice in writing conventions through the use of Daily Oral Language.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006

Research-Based Programs

CORE PROGRAM: Houghton Mifflin Program

SUPPLEMENTAL PROGRAM: SANRON Writing Program, Write Time for Kids

Professional Development

Professional development will be provided and will include: Rubric Scoring, Curriculum Mapping, Writing Across the Curriculum, 8-Step Continuous Improvement Model, SANRON Writing Program, and Learning Express.

Evaluation

This objective will be met by monitoring results on the District Writing Assessments, monthly writing samples, and student writing samples.

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

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

GOAL 4 STATEMENT:

Increase performance in Science in all grades in order for students to meet state standards in the fifth grade FCAT Science Test. All students will be able to apply the scientific method and increase their scientific knowledge.

Needs Assessment

The results of the school developed Science pre and post-test administered during the 2004-2005 school year indicated that 72 percent of third grade students demonstrated an improvement of five percentage points in science skills. The data collected indicates that there is a need for increase student performance in Science in order to meet state standards in fifth grade FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in third grade will increase their science skills as evidenced by a minimum of 73 percent of third grade students achieving a five percentage point increase on a school developed post-test to be administered in May, 2006, as compared to the pre-test administered in September, 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide strategies for parents to use at home to support science achievement through workshops, printed information, and conferences.	Administrators, Classroom Teacher, Community Involvement Specialist	08/01/2005	05/26/2006
Maintain a monthly Science Journal for all first to third grade students.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Monitor student participation in appropriate hands-on activities in the classrooms to enhance students' understanding of the scientific method.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Utilize curriculum mapping to infuse science skills into other disciplines in order to correlate student curriculum.	Administrators, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Provide professional development opportunities utilizing all existing resources through mentoring, and inservices for instructional staff in the areas of science methodology, literacy, and hands-on activities.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Engage students in grades Kindergarten to grade 3 in science experiments.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Implement the District Long Range Plans for Kindergarten to grade 3.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Ensure that all teachers are trained in using CRISS. Monitor the implementation of CRISS in order to increase student achievement in Science.	Administrators, Classroom Teacher	08/01/2005	05/26/2006

Research-Based Programs

CORE PROGRAM: McGraw Hill Science Series

SUPPLEMENTAL PROGRAM: FOSS Kits, CRISS

Professional Development

Professional development opportunities will be provided in the following areas of the core science program: conducting hands on experiments, CRISS, and FOSS training.

Evaluation

The scores on the Spring 2006 administration of the school developed Science post-test will measure the success of meeting the objective. Progress towards the objective will be monitored by results on teacher made assessments and cumulative benchmark assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Increase communication and parental involvement at Thena C. Crowder Elementary. The school will provide increased opportunities for parents to be involved in their children's education. The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Data reflects that there was an increase of parental involvement during the 2004-2005 school year. Improvement is still needed since less than 50 percent of parents attended PTA meetings during the 2004-2005 school year. Efforts need to be highly focused and well planned in order to maximize the efforts to generate increased participation and support from parents.

Measurable Objective

Given the need to establish a link with the home to support the efforts of improving the academic achievement of students, parental involvement will reflect a five percentage point gain above the 2004-2005 level of participation, as evidenced by the data attained from the 2005-2006 Annual Survey of Title 1 Parental Involvement.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Distribute the District's and the Title 1 Parent Surveys to gather information from parents regarding topics of interest to be presented at parent workshops. Use the surveys to plan the workshops to be presented at school and to encourage parent participation in the Parent Academy.	Administrators, Reading Coach, Social Worker, Counselor, Community Involvement Specialist	08/01/2005	05/26/2006
Use the Community Involvement Specialist and the school's Social Worker to encourage parents to be active participants in their children's education.	Administrators, Community Involvement Specialist, School Social Worker	08/01/2005	05/26/2006
Develop Academic Improvement Plans (AIP) for those students who are not meeting grade level standards and schedule conferences in collaboration with parents.	Administrators, Reading Coach, Classroom Teachers	08/01/2005	05/26/2006
Establish positive parent communications by implementing effective forms of school-to-home and home-to-school communications through the use of student planners, flyers, marquee, monthly newsletter, home visits, Student-Parent-Teacher Conferences, Parent-Teacher Conferences, and the establishment of a Title 1 Parent Advisory Council (PAC).	Administrators, Media Specialist, Community Involvement Specialist	08/01/2005	05/26/2006
Provide and maintain a Parent Resource Center with materials and activities for parents that will inform them on how to assist in their children's academic progress.	Administrators, Reading Coach, Community Involvement Specialist	08/01/2005	05/26/2006
Provide strategies for parents to use at home to support reading, mathematics, writing, and science achievement through workshops, printed information, informal home visits and Parent-Teacher Conferences.	Administrators, Reading Coach, Classroom Teachers, Community Involvement Specialist	08/01/2005	05/26/2006
Utilize our Dade Partners and volunteers to provide the resources to implement an effective academic	Administrators, Site Coordinator, Dade Partner and Volunteer	08/01/2005	05/26/2006

and enrichment tutorial program.	Coordinator	
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Research-Based Programs

National Parent-Teacher School Association (PTSA) Standards

Professional Development

Parent and teachers will collaborate and actively participate in the following activities: Provide training to teachers to facilitate the process of the annual opening of school activity to acquaint parents with each student's teacher and the instructional program, EESAC training, PTSA planned activities, participation in the Parent Academy, parent workshops, and developing a student's Academic Improvement Plan.

Evaluation

Parental involvement will show a five percent increase above the 2004-2005 level of participation as reflected in the following: 2005-2006 Annual Survey of Title 1 Parental Involvement, Workshop attendance sign-in rosters, Community Involvement Specialist's records, ESSAC attendance rosters and Parent Resource Center visitation logs.

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

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Analysis of data collected through the School Climate Survey indicates that we need to continue to focus on providing a safe and orderly environment.

Measurable Objective

Given an emphasis on providing a safe and orderly environment, 90 percent of the parents responding to the 2005-2006 School Climate Survey will agree with the statement " My child's school is safe and secure."

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the school Counselor to provide parents with strategies and techniques to improve school behavior.	Administrators, Counselor	08/01/2005	05/26/2006
Utilize the school Social Worker as a "liaison" between the school and the parents, including home visits, in order to establish home-school communication that will inform parents about available resources, programs and school policies and procedures.	Administrators, School Social Worker	08/01/2005	05/26/2006
Provide and encourage parent participation in school developed workshops that focus on parenting skills and self-esteem.	Administrators, Community Involvement Specialist, Counselor, Social Worker	08/01/2005	05/26/2006
Send written communication to parents in order to distribute information on Code of Student Conduct, the Parent Academy, the school's Parent Handbook, and the Parent Resource Center.	Administrators, Reading Coach, Community Involvement Specialist	08/01/2005	05/26/2006
Reinforce school-wide policies and procedures in order to instill respect for authority and to maintain a safe learning environment.	Administrators, Classroom Teacher	08/01/2005	05/26/2006
Implement and monitor the Character Education Curriculum provided by the District.	Administrators, Counselor, Classroom Teacher	08/01/2005	05/26/2006

Research-Based Programs

N/A

Professional Development

Safe School, and Character Education training will be facilitated through faculty meetings.

Evaluation

The results on the 2005-2006 School Climate Survey will reflect an increase of one percent of parents agreeing with the statement "My child's school is safe and secure."

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas. The school will promote equitable and universal access to technology.

Needs Assessment

The students of Thena C. Crowder Elementary are fortunate to access a variety of new and emerging technologies. Data collected from the 2004-2005 STaR School Profile indicates that Educator Use of Technology is below the District's average. Therefore, there exists a need to train staff in the use of these technologies in order to infuse the technology available into the instructional program.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by an increase of one level point on the Star scale in the Educator Use of Technology component.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement strategies that foster higher level thinking to produce various projects electronically.	Administrators, Reading Coach, Media Center Specialist, Classroom Teacher	08/01/2005	05/26/2006
Monitor computer generated reports from the Reading Plus program to ensure that students log on for a minimum of 90 minutes per week.	Administrators, Reading Coach, Media Center Specialist, Classroom Teacher	08/01/2005	05/26/2006
Train teachers in the implementation of the District's electronic grade book.	Administrators, Electronic Gradebook Manager, Classroom Teacher	08/01/2005	05/26/2006
Implement a motivational reading program ("Read") Red Rose rewarding students who score 100 percent on Accelerated Reader tests that are within their reading level.	Administrators, Media Center Specialist, Classroom Teacher	08/01/2005	05/26/2006
Implement the Accelerated Reader and Vocabulary Programs in order to expose students to reading materials at their independent reading level, to augment their personal vocabulary usage, and to increase their comprehension skills, while encouraging a love of reading.	Administrators, Media Center Specialist, Reading Coach, Classroom Teacher	08/01/2005	05/26/2006
Utilize Edusoft software to generate reports, which identify areas of deficiencies.	Administrators, Reading Coach, Classroom Teacher, Reading Coach	08/01/2005	05/26/2006

Research-Based Programs

Reading Plus

Professional Development

Provide training in the following areas: Excelsior Grade book, Reading Plus, Accelerated Reader, FCAT Explorer, and Accelerated Vocabulary.

Evaluation

Progress towards this objective will be met by monitoring sign in rosters. Additionally, monitoring of teacher proficiency will take place by reviewing generated reports and ensuring the completion of error free report cards.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students. The school will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM, 58 percent of all third grade students had passing scores. These results indicate a need for third grade students to become more physically active and health conscious.

Measurable Objective

Given the recommendations of the Florida Department of Education (FDOE), the number of students passing the 2005-2006 FITNESSGRAM will increase by three percentage points.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and oversee students' participation in planned physical education activities in order to prepare students for the FITNESSGRAM according to grade level standards.	Administrators, Physical Education Teacher	08/01/2005	05/26/2006
Provide activities that promote the knowledge in nutrition to raise health consciousness.	Administrators, Physical Education Teacher, Counselor, Classroom Teacher	08/01/2005	05/26/2006
Provide activities that promote the importance of good hygiene habits.	Administrators, Counselor, Classroom Teacher	08/01/2005	05/26/2006
Monitor the physical education program to ensure that activities selected specifically relate to the FITNESSGRAM components.	Administrators, Physical Education Teacher	08/01/2005	05/26/2006
Monitor that the appropriate amount of instructional time is dedicated to fitness related activities as scheduled. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administrators, Physical Education Teacher	08/01/2005	05/26/2006

Research-Based Programs

2005-2006 FITNESSGRAM

Professional Development

Training will be provided through faculty meetings.

Evaluation

Progress towards this objective will be met by monitoring the results of the 2005-2006 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curriculum and extra curricular offerings.

Needs Assessment

There is a critical need for the implementation of an effective instructional program that will educate the “total child.” The school has a charge to educate an increasingly diverse student population. Students need to be exposed to and experience a wide variety of enrichment activities, which will enhance their learning and allow for connections to the students’ world.

Measurable Objective

Given the need to expose students to their cultural heritage, at least 70 percent of the students in all grades will be able to experience at least four cultural events as evidenced by participation in a variety of school and community activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Invite parents and community, at the end of the school year, to attend a cultural fair in which students will display, explain, or present their cultural projects.	Administrators, Community Involvement Specialist, Classroom Teacher, Media Specialist	08/01/2005	05/26/2006
Use the Media Center to research, develop, and present a multicultural event or project.	Administrators, Media Specialist, Classroom Teacher	08/01/2005	05/26/2006
Implement a unit of study during the fourth nine-week grading period for all students, that will emphasize an awareness of other cultural groups within our community, while allowing students to explore their own heritage.	Administrators, Classroom Teacher, Media Specialist, Reading Coach	08/01/2005	05/26/2006
Participate in field trips that expose students to their cultural heritage while encompassing community awareness.	Administrators, Classroom Teacher	08/01/2005	05/26/2006

Research-Based Programs

N/A

Professional Development

Training will be provided through faculty meetings.

Evaluation

Evaluation will be determined through authentic assessments projects, displays and field trip participation logs.

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.)

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

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

GOAL 10 STATEMENT:

To improve student performance by developing cost effective practices that produce a high return on investment and impact academic achievement.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Thena C. Crowder Elementary School ranked at the zero percentile on the State of Florida Return On Investment (ROI) index.

Measurable Objective

Given the need to improve the ranking on the State of Florida Return on Investment index, the school will improve from the zero percentile in 2003 to the fifth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the District/Zone on resource allocation.	Administrators	08/01/2005	05/26/2006
Establish a grant writing team in order to explore available grants to enhance the instructional program.	Administrators, Curriculum Leadership Team	08/01/2005	05/26/2006
Use student data to target specific areas for improvement and earmark funds to assist the instructional program.	Administrators, Curriculum Leadership Team	08/01/2005	05/26/2006
Earmark funds for tutorial programs to target student deficiencies and assist students in achieving state standards.	Administrators, Community Partners	08/01/2005	05/26/2006
Earmark available funds to enhance the collection of periodicals, anthologies, books, and professional resources in the Media Center.	Administrators, Media Specialist	08/01/2005	05/26/2006
Collaborate with Easter Seals of Miami to implement a tutorial and enrichment program before and after school for students in Pre-Kindergarten through third grade.	Administrators, Site Coordinator, Community Partners	08/01/2005	05/26/2006

Research-Based Programs

N/A

Professional Development

Training will be facilitated through faculty meetings.

Evaluation

On the next State of Florida ROI index publication, Thena C. Crowder Elementary School will show progress towards reaching the fifth percentile.

EESAC Compliance

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

Budget:

The EESAC recommended that, when possible, school funds should be used to continue to provide lower class size. Additionally, after carefully reviewing the school budget, the ESSAC made recommendations that funds should be set aside to support the school's instructional program and goals.

Training:

The EESAC recommended training in the implementation of the new Comprehensive Research-based Reading Plan. It was also recommended that teachers continue to receive training in the integration of technology to enhance the delivery of the instructional program.

Instructional Materials:

The EESAC recommended purchasing supplementary materials to be utilized in our tutorial programs.

Technology:

The EESAC reviewed the technology needs of the school (STaR School Profile) and recommended that we continue to purchase computers and technology tools that will ensure that our students are provided with state of the art technology.

Staffing:

The EESAC recommended that we continue to use funds to hire paraprofessionals, when possible, in order to continue to provide a low pupil teacher ratio. Paraprofessionals will be used in the classrooms to directly work with low performing students.

Student Support Services:

The EESAC recommended that we continue to implement the District's Character Education Curriculum. Furthermore, they recommended that the school continue to use the school's Social Worker to make home visits and to build a bridge of communication between the school and the home.

Other Matters of Resource Allocation:

After the principal presented the school budget to the EESAC, they recommended that available resources continue to be used to reduce class size, increase technology, and provide intervention for at-risk students.

Benchmarking:

The EESAC will review data gathered from ongoing assessments and will be kept abreast of student progress throughout the school year.

School Safety & Discipline:

The EESAC was provided with information on our schoolwide attendance program, which rewards students for good attendance. Ideas were discussed in order to formulate a plan that will curtail negative behaviors.

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