

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Thena Crowder Elementary School (2531)

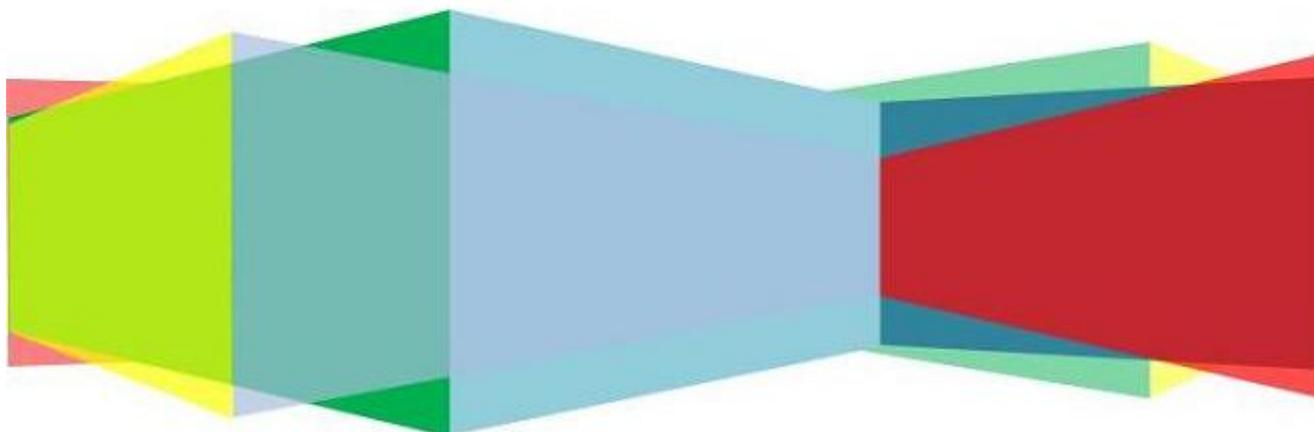
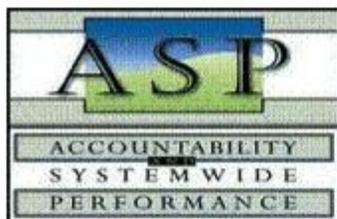
Feeder Pattern - Miami Edison Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Elisa Perez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Thena C. Crowder Elementary School is located at 757 NW 66 Street in Miami. Built in 1967, the school services students in pretest-kindergarten through third grade. The school also houses a self-contained unit for orthopedically impaired students. One hundred and seventy-one students are eligible for free or reduced lunch; this qualifies Thena C. Crowder as a Title I School. As a part of Miami-Dade County's School Improvement Zone, many of the school's educational and student services programs are designed to meet the needs of academically at-risk students. The school operates on an extended school day model, with all students participating in an additional hour of school each day. Thena C. Crowder Elementary School utilizes the services of a full-time social worker and offers parents access to a state-of-the-art Parent Resource Center in order to meet the affective and behavioral needs of its students and families. Staff members participate in home visits to monitor student attendance, encourage positive student behaviors, and provide families with additional support when needed. By and large, results from the Spring 2007 administration of the Organizational Performance Improvement Snapshot Survey (OPIS) indicate that the faculty and staff at Thena C. Crowder Elementary School are generally well-informed about school policies, procedures and operations.

Thena C. Crowder Elementary School will participate in the District's Ready Schools Initiative. This initiative is designed to encourage collegiality amongst staff through the implementation of Professional Learning Communities (PLC's) and to ensure that students are pretest to start school.

Thena C. Crowder Elementary School faces the challenges shared by many urban elementary schools. School wide scores on the reading and mathematics portions of the 2007 administration of the FCAT were lower than the District average. Third grade students scored as follows in reading: Level 1 at 41% and Level 2 at 11%. Third grade students scored as follows in mathematics: Level 1 at 22% and Level 2 at 33%. The NCLB subgroup for black students follows the same trend. The trend over the past five years in reading and mathematics shows that third grade students meeting high standard continues to rise each year.

The attendance rate for students rose by 2% in the 2007; there is still a need to monitor the absenteeism rate. It is difficult to sustain high levels of parent involvement at school functions. Thena C. Crowder Elementary School has developed a comprehensive plan to overcome these obstacles. The school adheres to the District's Comprehensive Research-Based Reading Plan along with the guidelines for the Reading First Grant and utilizes the research-based, state-adopted Houghton Mifflin Reading Program during its literacy block. Houghton Mifflin's Early Success and Voyager Passport provide students with additional support during interventions. To foster reading skills, second and third grade students utilize Reading Plus throughout the school day. Enrichment activities are designed to strengthen student performance in reading and mathematics. As a part of the 21st Century Community Grant and in conjunction with the Easter Seals Society, students are provided with before school tutoring and after school enrichment programs. Student participation in the Accelerated Reading Program provides students with monthly incentives for becoming actively involved in reading.

Thena C. Crowder is piloting a new math series "Expressions" by Houghton Mifflin in first and second grade. The kindergarten and third grade continue to use the Harcourt Mathematics Program. The mathematic program is augmented with a daily math intervention, called Acaletics, which fosters math computation and application skills. The District manuals, "Putting the Pieces Together With the Sunshine State Standards: A mathematics Resource for K-2 Teachers" and "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for 3-5 Teachers" are also used as an additional supplement.

To ensure that students are mastering appropriate reading and mathematics benchmarks, school wide bi-weekly reading and mathematics assessments are administered to all students in first, second and third grades. Results from these assessments are used when reteaching reading and mathematics concepts as well as in small-group tutorial settings. In addition to these bi-weekly assessments, students' writing progress is measured through the completion of monthly writing prompts in kindergarten through third grade. Scott Foresman Science Series is being implemented which use hands on science. The acquisition of science concepts is measured through the administration of school wide pretest and post-tests and on going science assessments in kindergarten through third grade.

To facilitate effective teaching and learning, students are encouraged to attend school each day. Incentives are provided to classes and individual students who maintain perfect attendance throughout the school. To monitor the causes of student absenteeism and to facilitate assistance, where needed, the school social worker contacts the parents/guardians of all students who are absent and provides follow-up to promote regular school attendance.

Thena C. Crowder Elementary School offers a variety of opportunities for families to become involved in the educational process. A variety of topics are covered in workshops pretest in the Parent Resource Center. Families are encouraged to take advantage of the District's Parent Academy. During the 2007-2008 school years several workshops dealing with personal finance, budgeting and a host of other topics will be offered. Adult family members are strongly encouraged to become approved volunteers.

The Spring 2007 OPIS indicates that Strategic Planning needs to be address during the 2007 -2008 school years; in particular sharing the financial status of the school and procedures for removing obstacles that stop or slow down daily progress. The EESAC, faculty meeting, and grade level meetings will provide a platform for sharing these items of concern and resolving questions or procedural matters.

Given instruction using the Sunshine State Standards (SSS), students in grade three will improve their reading skills as evidenced by 58% of students scoring at or above state mastery level on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), black students in grade three will improve their reading skills as evidenced by 58% of students scoring at or above state mastery level on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade 3 will improve their mathematical skills as evidenced by 62% of students scoring at or above the state mastery level on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, black students in grade 3 will improve their mathematical skills as evidenced by 62% of students scoring at or above the state mastery level on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percent of first and second grade students scoring a medium or high will increase by 3% as evidenced by the 2008 administration of the district's Writing Posttest. The percent of third grade students scoring a four or above as per the 6 point State rubric will increase by 25%.

Given instruction using the Sunshine State Standards, 50% or more of the third grade students will make a 3% points or greater gain on a science posttest to be administered in May, 2008, as compared to the pretest administered in September, 2007.

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 5% gain above the 2006-2007 level of participation, as evidenced by the data attained from the 2007-2008 Annual Survey of Title 1 Parental Involvement Log.

Given increased attention to the students' daily attendance, the attendance rate will be maintained within 1% as compared to the 2006-2007 school years.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of two workshops on the use of technology during the 2007-2008 school years as documented by an increase of one point on the STaR scale in the Educator Use of Technology component.

Given the recommendations of the Florida Department of Education (FDOE), 70% of the students who participate in the 2007-2008 FITNESSGRAM will receive a gold or silver award.

Given the need to expose students to cultural diversity, at least 70% of the students in all grades will be able to experience 4 cultural events as evidenced by participation in a variety of school and community activities.

Given regular use of the Reading Plus instructional program, at least 70% of the 2nd & 3rd grade students will make learning gains by 80% when administered the Reading Plus Assessment Post Data at the end of the 2007 - 2008 school year.

The Spring 2007 administration of the Organizational Performance Improvement Snapshot (OPIS) indicate that faculty and staff of Thena C. Crowder understand how to measure, analyze and manage their work. This is an overall strength for the school. Most members believe they receive the information they need to do their work and know how their work location is doing. They use information they receive to analyze their work, to measure the quality of their work and adjust their work when needed.

A growth area for our faculty and staff will be in the area of strategic planning. Although most faculty and staff agree with the statement "I know the parts of my work location's plan that will affect me and my work" the OPIS indicated that we could do better to show the big picture and how everything aligns with each other. As part of the Ready School Initiative the faculty and staff will be encouraged to participate in school-wide committees. Through the small learning communities of the Ready School Initiative information will be shared at grade level, department and faculty meetings. The EESAC has an open door policy and invite dialogue between community, parents, faculty, staff and the administration. The administration shares State and District information, including financial reports, with the faculty and staff on a regular basis and will continue to do so throughout the 2007-2008 school years so that all staff members can play an active role in fostering a successful learning environment.



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.

2531 - THENA CROWDER ELEMENTARY SCHOOL

VISION

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 provide a personalized focused educational plan for all students, taking into consideration their diverse needs, backgrounds, and experiences.

MISSION

The mission of Thena C. Crowder Elementary School is to prepare our young students with the basics and 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 the 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, located at 757 NW 66 Street, was founded in 1967. The school, which consists of 176 students, serves students in pre-kindergarten through third grade. A self-contained special education unit provides services to orthopedically impaired students in kindergarten through third grade. Thena C. Crowder Elementary is an "I Choose! School", which actively promotes learning communities. The school has partnered with the University of Florida, through a grant called Ready Schools. Thena C. Crowder is also part of the Reading First Grant through the State of Florida.

Thena C. Crowder Elementary School is part of the School Improvement Zone (SIZ). It receives additional assistance from curriculum support specialist, on site school psychologist and zone personal to facilitate and model an intensive educational program with a focus on literacy. The SIZ also provides on going staff development and uses the Continuous Improvement Model to drive instruction.

The staff is dedicated to providing a learning environment that allows students to reach their optimum potential. Additionally all staff members are provided on going professional development. Thena C. Crowder Elementary School's population is composed of 36 teachers; of which there are 7 White, Non-Hispanic; 17 Black; 10 Hispanic and 2 Asian/Pacific Islander. 63 % of the instructional staff has achieved a Bachelor's Degree. 26 % of the staff has obtained a Master's Degree. 11% of the staff has achieved and Educational Specialist's Degree.

Thena C. Crowder Elementary School's student population is 94% Black; 3 % Hispanic; 1.8% White, Non-Hispanic and 1.2 % other. 7% of the population is English Language Learners (ELL). Free or reduced priced lunch is offered to 98% of our students. The mobility rate at Thena C. Crowder Elementary is 59 %. As part of the School Improvement Zone, the school has been targeted to receive assistance in an intense program with a focus on literacy. Technology is used to enhance learning in all areas. Title I funding is used to provide differentiated instruction to students. The size of Thena C. Crowder allows the staff to individualize instruction for all students in need of remediation and provide enrichment to those who are performing above grade level. Easter Seals provides after school and tutorial and enrichment services to approximately 100 students. The program is funded by a 21st Century Grant. Thena C. Crowder made AYP in the area of reading with 57 % of the third grade students achieving mastery on the 2007 FCAT. The school did not make AYP in the area of Mathematics with only 52% of the student in third grade achieving mastery on the 2007 FCAT.

School Foundation

Leadership:

Upon examination of the Spring 2007 Organizational Performance Improvement Snapshot Survey (OPIS), it was determined that, overall, the Thena C. Crowder Elementary School faculty and staff feel that their supervisor supports them by sharing information about the work location, what needs to be accomplished and what was the most important work to focus on. OPIS results indicated that four staff members did not feel that their ideas were sought out by their supervisor. Through the Ready Schools Initiative the staff should have ample opportunity for input. The mean score for this category, Leadership, according to the May 7, 2007 OPIS was 4.3.

District Strategic Planning Alignment:

As a whole, OPIS results were lowest in the Strategic Planning category. This continues to be the area for growth. While less than 8% of the respondent disagree that "I know the parts of my work location's plans that will affect me and my work" 80% agree with the statement, 12% neither agreed nor disagreed. The mean score for this category, Strategic Planning, according to the May 7, 2007 OPIS was 4.2.

Stakeholder Engagement:

The Spring 2007 OPIS responses indicate that faculty and staff know who their customers are and that the belief is they keep in touch with them. Faculty and Staff are encouraged to keep in contact with their students' families on a regular basis. Personal telephone calls, Co-nect Ed telephone messages, notes home and face-to-face communication are utilized. The average score for stakeholder engagement was 4.4 this is an increase from the Fall 2006 administration of the OPIS. The Ready Schools Initiative and our Parent Resource Center provide more opportunities for input from students and parents. The mean score for this category, Customer and Market, according to the May 7, 2007 OPIS was 4.4.

Faculty & Staff:

Most OPIS respondents felt that they were satisfied with their job and that the school set high standards and ethics. The Continuous Improvement Model is in place and encourages ongoing, shared communication and planning. Weekly grade level meetings are used as a forum for teachers to share ideas. Common planning time fosters collegiality in the workplace and the Ready School Initiative will provide focus. The faculty and staff overall responded that the work location removes things that get in the way of progress but 8 members neither agreed or disagreed with this statement and 2 members disagreed. The OPIS survey also indicated that 86% of the staff and faculty evaluated the workplace as being safe. The mean score for this category, Business Results, according to the May 7, 2007 OPIS was 4.4.

Data/Information/Knowledge Management:

The Spring 2007 OPIS indicated that the faculty and staff of Thena C. Crowder scored an average score of 4.5 in the area of measurement, analysis and knowledge management. The faculty and staff indicated they understand how to measure, analyze and manage their work. Members indicated they received information they needed to do their work and know how their work location is doing. The information they receive is used to analyze their work, to measure the quality of their work and adjust their work when needed. The OPIS indicates that the school could improve in the area of resources needed in order for staff and faculty to accomplish their work. The mean score for this category, Measurement, Analysis, and Knowledge Management, according to the May 7, 2007 OPIS was 4.5.

Education Design:

Most OPIS respondents agreed that they have control over their work processes and that good processes for doing their work are in place. Collaborative planning and an active discourse between staff members are encouraged and the Continuous Improvement Model is utilized to ensure that effective, research-based educational practices are utilized. An area of concern for the school is being able to remove obstacle that get in the way of progress. We will address this through the Ready School Initiative and encourage faculty and staff to express concerns in an open forum at faculty meetings, grade level meetings and staff gatherings. The mean score for this category, Process Management, according to the May 7, 2007 OPIS was 4.3.

Performance Results:



School Improvement Plan 2007-2008



In general faculty and staff are satisfied with their job, location and their performance. They indicated that the leadership is focused on the right targets and that they are steering the school in the right direction. Although the school has an open forum and faculty and staff are encouraged to participate in committees such as the EESAC where finance information is shared, 28% of the members indicated that "they do not know where the school is financially." We will continue to share financial information on an on going basis. The mean score for this category, Business Results, according to the May 7, 2007 OPIS was 4.3.



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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

At least 58% of the third grade students will meet high standards on the 2008 administration of the FCAT Reading Test.

Needs Assessment

The data attained from the School Performance Accountability Report indicates that 57% of the third grade students scored at or above an Achievement Level 3 on the 2007 administration of the FCAT Reading Test. Analysis of the scores indicates a comparable need to increase skills in all the reading clusters if the school is to make Adequate Yearly Progress during the 2007-2008 school year.

Additionally, 29% of the second grade students and 61% of the first grade students scored at or above the 50th percentile on the 2007 administration of the SAT-10. Continued emphasis on all elements of the "Big 5" is necessary to ensure improved student achievement on these assessments.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade three will improve their reading skills as evidenced by 58% of students scoring at or above state mastery level on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), black students in grade three will improve their reading skills as evidenced by 58% of students scoring at or above state mastery level on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize and monitor the Reading Plus, Leap Pad, RiverDeep, and FCAT Explorer programs to target individual student deficiencies using technology.	Administrators, Reading Coaches, Classroom Teacher	08/20/2007	6/11/2008	District-wide Literacy Plan	0
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	8/20/2007	06/11/2008	Continuous Improvement Model	0
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	8/20/2007	06/11/2008	Continuous Improvement Model	0
Provide an after-school tutorial program third grade students. That provides all students with extended opportunities for learning and enrichment activities.	Administrators, Program Site Coordinator, Classroom Teacher	9/4/2007	5/30/2008	Continuous Improvement Model	0
Administer pretest, posttest, and bi-weekly, assessments aligned with the Sunshine State Standards tested benchmarks. In accordance with the Continuous Improvement Model, collect data that will be used when providing intervention and enrichment to students.	Administrators, Reading Coaches, Classroom Teacher	8/20/2007	6/11/2008	Continuous Improvement Model	0
Utilize the Title I Parent Resource Center to 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	08/20/2007	06/11/2008	Exchange Meaningful Information	0
Implement the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Administrators, Curriculum Specialist, Reading Coaches	8/20/2007	06/11/2008	District-wide Literacy Plan	0
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 and SAT-10.	Administrators, Reading Coach, Classroom Teacher	8/20/2007	3/25/08	Seamless PreK-12 Curriculum	0
Identify students in grade 3 who scored below the 50th percentile in reading on the 2007 administration of the Stanford Achievement Test-10 and provide on-going interventions to remediate deficiencies, utilizing RiverDeep, Reading Plus, and Voyager as the reading intervention program.	Administrators, Reading Coach, Classroom Teacher	08/20/2007	6/11/2008	Continuous Improvement Model	0
Utilize available data from district and school developed bi-weekly assessments to target individual student strengths and weaknesses.	Administrators, Reading Coaches, Classroom Teacher	8/20/2007	6/11/2008	Continuous Improvement Model	0

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, Reading Plus, RiverDeep, and Accelerated Reader

Professional Development



School Improvement Plan

2007-2008



Utilizing 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, the "Big 5," 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.

Professional development on the 8-Step Continuous Improvement Model will be provided. The School Improvement Zone Curriculum Support Specialists and school-site reading coaches will schedule on-going professional development for teachers in kindergarten through grade three in the implementation of best practices in differentiated instruction. Professional development will be offered to teachers in the areas of Data Analysis, Linking Data to Instruction/Edusoft, the "Big 5," CRISS, Best Practices, 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 2008 administration of the FCAT Reading Test and the 2008 SAT-10. Progress towards objectives will be monitored by district assessments, and by school developed bi-weekly benchmark assessments.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

At least 62% of the third grade students will meet high standards on the 2008 administration of the FCAT Mathematics Test.

Needs Assessment

The data obtained from the School Performance Accountability Report indicates that 52 % of the third grade students scored at or above an Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test. Continued emphasis on instruction of all the mathematical clusters is paramount if we are to make Adequate Yearly Progress during the 2007-2008 school years.

Additionally, 18 % of the second grade students scored at or above the 50th percentile on the 2007 administration of the SAT-10. Continued emphasis on instruction of all the mathematical clusters is necessary in order to ensure improved student performance during the 2007-2008 school years.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 62% of students scoring at or above the state mastery level on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, black students in grade 3 will improve their mathematical skills as evidenced by 62% of students scoring at or above the state mastery level on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the coaching model which includes planning with teachers, lesson demonstrations to support the core mathematics program.	Administrators, Curriculum Support Specialist, Lead Teacher Classroom Teacher	8/20/2007	6/11/2008	Continuous Improvement Model	0
Provide the materials and monitor the use of manipulatives for problem solving and critical thinking strategies, as aligned with the Sunshine State Standards.	Administrators, Classroom Teacher	8/20/2007	6/11/2008	Seamless PreK-12 Curriculum	0
Implement pretest, posttest, bi-weekly, and district interim assessments that are aligned to the Sunshine State Standards tested benchmarks. Use Edusoft to score assessments, and generate data reports to group students for instruction.	Administrators, Classroom Teacher	8/20/2007	6/11/2008	Continuous Improvement Model	0
Utilize the Title I Parent Resource Center to provide strategies for parents to use at home to support mathematical achievement through workshops, printed information, and conferences.	Administrators, Classroom Teacher, Community Involvement Specialist	8/20/2007	6/11/2008	Exchange Meaningful Information	0
Collect data from bi-weekly benchmark assessments in order to implement, monitor, and provide an after-school tutorial program.	Administrators, Site Coordinator, Classroom Teacher	9/3/2007	6/11/2008	Business Process Redesign	0
Utilize the district's math scope and sequence to ensure structured delivery and in pacing instruction so that all tested benchmarks are taught prior to the FCAT Mathematics Test.	Administrators, Classroom Teacher	8/20/2007	3/35/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs

CORE MATERIAL: Harcourt Brace Mathematics (Grades K&3)

CORE MATERIAL: Houghton Mifflin's Math Expression (Grades 1&2)

SUPPLEMENTAL MATERIAL: CRISS Strategies, "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers," "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for 3-5 Teachers", Acaletics

Professional Development

Utilizing 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/Edusoft, Hands-On Mathematics, Data Driven Instruction/Continuous Improvement Model, CRISS, Acaletics, Ready Schools and Math Expressions.

Evaluation

The success of meeting the objective will be measured by the scores on the 2008 administration of the FCAT AND SAT-10 Mathematics Tests. Progress towards the objective will be monitored by district assessments, interim assessments, and by school developed bi-weekly benchmark assessments.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing Statement

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

Needs Assessment

Based on results of the 2007-2008 District Writing Pretest, all first grade students scored in the low or unscorable range on both the expository and narrative prompts. The second grade students scored in the low or unscorable range on the expository prompt and scored low to medium on the narrative prompt. The third grade students scored in the medium to low range on both the expository and narrative prompts. Third grade students overall scored higher on the narrative prompts.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of first and second grade students scoring a medium or high will increase by 3% as evidenced by the 2008 administration of the district's Writing Posttest. The percent of third grade students scoring a four or above as per the 6 point State rubric will increase by 25%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Readers/Writers Workshop from the Houghton Mifflin Series and SANRON writing program.	Administrators, Reading Coach, Classroom Teacher	8/20/2007	6/11/2008	Seamless PreK-12 Curriculum	0
Ensure that all teachers are trained using CRISS Strategies. Monitor the implementation of CRISS in order to improve writing skills.	Administrators, Reading Coach, Classroom Teacher	8/20/2007	6/11/2008	Business Process Redesign	0
Utilize the 4-level 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	8/20/2007	6/11/2008	Seamless PreK-12 Curriculum	0
Administer district-created monthly writing prompts throughout the year and score on a rubric scale.	Administrators, Reading Coach, Classroom Teacher	8/20/2007	06/11/2008	Continuous Improvement Model	0
Utilize the Title I Parent Resource Center to 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	8/20/2007	06/11/2008	Exchange Meaningful Information	0

Research-Based Programs

CORE PROGRAM: Houghton Mifflin Program
 SUPPLEMENTAL PROGRAM: SANRON Writing Program

Professional Development

Professional development will be provided and will include: Rubric Scoring, Writing Across the Curriculum, Continuous Improvement Model, Ready Schools, and SANRON Writing Program.

Evaluation

The success of meeting the objective will be measured by the scores on the 2008 administration of the District's Expository and Narrative Writing Posttests. Progress towards the objective will be monitored by district assessments and administration of monthly writing prompts.

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

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"/>

Science Statement

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

Needs Assessment

Using the Scott Foresman FCAT Test Prep as a pretest for kindergarten – third grades students overall in all grade scored below mastery in all benchmarks during it September 2007 administration of the test. There is a need for daily science instruction in all grade levels with a focus on hands-on science and the scientific process. Students need more time doing science experiments to develop the concepts of the scientific process.

Measurable Objective

Given instruction using the Sunshine State Standards, 50% or more of the third grade students will make a 3% points or greater gain on a science posttest to be administered in May, 2008, as compared to the pretest administered in September, 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain a Science Experiment Log per class.	Administrators, Classroom Teacher	08/20/2007	06/11/2008	Continuous Improvement Model	0
Utilize the Title I Parent Resource Center to provide strategies for parents to use at home to support science achievement through workshops, printed information, and conferences.	Administrators, Classroom Teacher, Community Involvement Specialist	8/20/2007	06/11/2008	Exchange Meaningful Information	200
Ensure students' enhanced understanding of the scientific method and monitor student participation in appropriate hands-on experiments.	Administrators, Classroom Teacher	8/20/2007	06/11/2008	Continuous Improvement Model	0
Ensure that all teachers are trained in using CRISS. Monitor the implementation of CRISS Strategies and in order to increase student achievement in science.	Administrators, Classroom Teacher	8/20/2007	06/11/2008	Business Process Redesign	0
Implement the District Science Pacing Guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in kindergarten through third grade.	Administrators, Classroom Teacher	8/20/2007	06/11/2008	Seamless PreK-12 Curriculum	0
Conduct a school-wide science fair in which students in kindergarten through third grade will demonstrate application of the scientific process.	Administrators, Classroom Teacher	8/20/2007	06/11/2008	Academic Enrichment Opportunities	100

Research-Based Programs

CORE PROGRAM: Scott Foresman Science
 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 science experiments, CRISS, and new science series training and Ready Schools.

Evaluation

The scores on the Spring 2008 administration of the Scott Foresman Science FCAT Test Prep posttest will measure the success of meeting the objective. Progress towards the objective will be monitored by the results on Scott Foresman's Science Assessments and cumulative benchmark assessments.

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

Miami-Dade County Public Schools

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

Parental Involvement 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

Parent logs indicate that 50% of the parents attended PSTA meetings and Parent Workshops during the 2006-2007 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 5% gain above the 2006-2007 level of participation, as evidenced by the data attained from the 2007-2008 Annual Survey of Title 1 Parental Involvement Log.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Distribute the District's and Title 1 Parent Surveys to gather information from parents regarding topics of interest at parent workshops. Use the surveys to plan workshops to be presented at school and to encourage parent participation in the Parent Academy. (National PTA Standard I)	Administrators, Reading Coach, Social Worker, Counselor, Community Involvement Specialist	8/20/2007	6/11/2008	Exchange Meaningful Information	0
Develop Progress Monitoring Plans (PMP) for those students who are not meeting grade level standards and schedule conferences in collaboration with parents. (National PTA Standards III & V)	Administrators, Reading Coach, Classroom Teachers	8/20/2007	6/11/2008	Exchange Meaningful Information	0
Use the Community Involvement Specialist and the school's Social Worker to encourage parents to be active participants in their child's education. (National PTA Standard III)	Administrators, Community Involvement Specialist, School Social Worker	8/20/2007	6/11/2008	Exchange Meaningful Information	5000
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). (National PTA Standard I, Co-Nect Ed)	Administrators, Media Specialist, Community Involvement Specialist	8/20/2007	6/11/2008	Exchange Meaningful Information	0
Provide and maintain a Parent Resource Center with materials and activities for parents that will inform them on how to assist in their child's academic progress and encourage parents to participate in Parent Academy workshops. (National PTA Standards II & III)	Administrators, Reading Coach, Community Involvement Specialist	8/20/2007	6/11/2008	Exchange Meaningful Information	0
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. (National PTA Standards II & III)	Administrators, Reading Coach, Classroom Teachers, Community Involvement Specialist	8/20/2007	6/11/2008	Exchange Meaningful Information	0
Utilize our Dade Partners and volunteers to provide the resources to implement an effective academic and enrichment tutorial program. (National PTA Standards IV & VI)	Administrators, Site Coordinator, Dade Partner and Volunteer Coordinator	8/20/2007	6/11/2008	Exchange Meaningful Information	0

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 Progress Monitoring Plan.

Evaluation

Parental involvement will show a five percent increase above the 2006-2007 level of participation as reflected in the following: 2007-2008 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.

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

Discipline & Safety Statement

Thena C. Crowder Elementary School will continue to provide a safe and disciplined environment for all students. The school will continue to provide incentives for student attendance in order to reach an attendance rate of 100%.

Needs Assessment

A review of the daily attendance analysis for the 2006-2007 school years indicated that there was 2% increase in the daily student attendance.

Measurable Objective

Given increased attention to the students' daily attendance, the attendance rate will be maintained within 1% as compared to the 2006-2007 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor daily, monthly and quarterly attendance trends.	Administrators, School Social Worker, Classroom Teacher	8/20/2007	6/11/2008	Truancy Prevention	0
Announce classes with 100% attendance on a daily basis.	Administrators, School Social Worker	8/20/2007	6/11/2008	Truancy Prevention	0
Identify students with 3 or more unexcused absences. Contact and meet with parents.	Administrators, School Social Worker, Community Involvement Specialist	8/7/2006	6/11/2008	Truancy Prevention	0
Implement and monitor a school-wide student attendance plan with incentives. Provide incentives for students who have perfect attendance monthly and for classes with 100% weekly attendance.	Administrators, School Social Worker, Community Involvement Specialist, Classroom Teacher	8/20/2007	6/11/2008	Truancy Prevention	500
Track students with a history of excessive absences and provide additional services and interventions.	Administrators, School Social Worker, Counselor, Classroom Teacher	8/20/2007	6/11/2008	Truancy Prevention	0

Research-Based Programs

N/A

Professional Development

Professional development will be provided to the staff on our school attendance plan.

Evaluation

Progress toward the objective will be evaluated by monitoring daily, monthly and quarterly attendance reports.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

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

Needs Assessment

Based on the 2006 - 2007 STaR School Profile, access to technology needs to be increased for teachers and students in all classrooms. The data reflects a need to increase our benchmark score from Stage 2 to Stage 3 advanced on the 2007 - 2008 STaR Survey Profile.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of two workshops on the use of technology during the 2007-2008 school years as documented by an increase of one point on the STaR scale in the Educator Use of Technology component.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor the PMRN (Progress Monitoring and Reporting Network), to guide planning and instruction based on DIBELS assessment.	Principal, Assistant Principal, Reading Coaches, Lead Teacher, All Teachers, Data Input Specialist	8/20/2007	6/11/2008	Continuous Improvement Model	0
Implement strategies that foster higher-level thinking to produce various projects electronically.	Administrators, Reading Coach, Media Center Specialist, Classroom Teacher	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
Monitor computer generated reports from the Reading Plus program to ensure that students logs on for a minimum of 90 minutes per week.	Administrators, Reading Coach, Media Center Specialist, Classroom Teacher	8/20/2007	6/11/2008	Continuous Improvement Model	0
Train teachers in the implementation of the district's electronic gradebook.	Administrators, Electronic Gradebook Manager, Classroom Teacher	8/20/2007	6/11/2008	Business Process Redesign	0
Implement the Accelerated Reader in order to expose students to reading materials at their independent reading level, to augment their personal vocabulary.	Administrators, Media Center Specialist, Reading Coach, Classroom Teacher	8/20/2007	6/11/2008	Seamless PreK-12 Curriculum	0
Utilize Edusoft software to generate reports, which identify areas of strength and deficiencies.	Administrators, Reading Coach, Classroom Teacher, Reading Coach	8/20/2007	6/11/2008	Continuous Improvement Model	800

Research-Based Programs

Reading Plus
Accelerated Reader

Professional Development

Provide training in the following areas: Excelsior Grade book, Reading Plus, Accelerated Reader, FCAT Explorer, Smartboard, Promithan Board, Edusoft, and DIBELS data from the PMRN.

Evaluation

Progress towards this objective will be met by monitoring sign-in rosters. Monitoring of teacher proficiency will take place by reviewing generated reports.

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

Health & Physical Fitness 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 2006 - 2007 FITNESSGRAM, 67 percent of all third grade students received gold or silver awards. 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), 70% of the students who participate in the 2007-2008 FITNESSGRAM will receive a gold or silver award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	5/30/2008	Student Wellness	300
Provide activities that promote the knowledge in nutrition to raise health consciousness.	Administrators, Physical Education Teacher, Counselor, Classroom Teacher	8/20/2007	6/11/2008	Healthcare & Healthy Choices	0
Provide activities that promote the importance of good hygiene.	Administrators, Counselor, Classroom Teacher	8/20/2007	6/11/2008	Healthcare & Healthy Choices	0
Monitor the physical education program to ensure that all activities selected specifically relate to the FITNESSGRAM components.	Administrators, Physical Education Teacher	8/20/2007	6/11/2008	Student Wellness	0
Monitor that the appropriate amount of instructional time that is dedicated to fitness related activities as scheduled. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administrators, Physical Education Teacher	8/20/2007	06/11/2008	Student Wellness	0

Research-Based Programs

FITNESSGRAM

Professional Development

The physical education teacher will participate in district-sponsored trainings related to health, safety and physical fitness. Acquisition of course goals will be monitored through classroom instruction.

Evaluation

Progress towards this objective will be met by monitoring the results of the 2007-2008 FITNESSGRAM.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

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

Needs Assessment

During the 2006 - 2007 school years, Thena C. Crowder Elementary School students participated in an average of three field trips per child. There is a critical need for providing students with increased exposure to events and activities 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 cultural diversity, at least 70% of the students in all grades will be able to experience 4 cultural events as evidenced by participation in a variety of school and community activities.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
Implement units of study throughout the year 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	4/1/2008	6/11/2008	Academic Enrichment Opportunities	0
Use the Media Center to research, develop, and present a multicultural event or project.	Administrators, Media Specialist, Classroom Teacher	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
Participate in field trips that expose students to cultural diversity while encompassing community awareness.	Administrators, Classroom Teacher	8/20/2007	6/11/2008	Academic Enrichment Opportunities	2000

Research-Based Programs

N/A

Professional Development

Special area teachers will attend in-service activities related to the implementation of their area of specialization. Acquisition of course objectives will be monitored through the maintenance of classroom instruction.

Evaluation

Student participation in field trips and cultural events will be demonstrated through field trip rosters and a log of in-house events.

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

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

Return On Investment Statement

Thena C. Crowder Elementary School will utilize the Reading Plus Program to target learning gains for all 2nd & 3rd grade students.

Needs Assessment

Because the Florida Department of Education does not provide a Return on Investment Index for Thena C. Crowder Elementary School, we will utilize the Reading Plus Program to determine a baseline for all 2nd grade students. This baseline will be used to determine learning gains. Less than one percent of the second grade students scored at or above grade level when administered the Reading Plus Assessment Pretest at the beginning of the 2007-2008 school year.

Measurable Objective

Given regular use of the Reading Plus instructional program, at least 70% of the 2nd & 3rd grade students will make learning gains by 80% when administered the Reading Plus Assessment Post Data at the end of the 2007 - 2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Impliment Reading Plus on a regular basis to all 2nd & 3rd grade students.	Administrators, Site Coordinator, Community Partners	8/20/2007	6/11/2008	District-wide Literacy Plan	0
Utilize Reading Plus data to target specific areas for improvement.	Administrators, Curriculum Leadership Team	8/20/2007	6/11/2008	Continuous Improvement Model	0
Collaborate with the District/Zone on resource allocation.	Administrators	8/20/2007	6/11/2008	Continuous Improvement Model	0

Research-Based Programs

Reading Plus

Professional Development

Second and third grade teachers will participate in training to implement the Reading Plus Program and analyze student performance.

Evaluation

The success of meeting the objective will be measured by comparing results from the Reading Plus Assessment Pretest administered at the beginning of the 2007 - 2008 school years with results from the Reading Plus Assessment Posttest administered at the end of the 2007 - 2008 school years.

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, EESAC funds should be used for insentives, student recognition, professional development and field trips.

Training:

The ESSAC recommends that teachers continue to receive training in the integration of technology, training in Ready School, Nutrition & Health Wellness Programs to enhance the delivery of the instructional program.

Instructional Materials:

The EESAC recommended purchasing supplementary materials to augment the implementation of the instructional program.

Technology:

ESSAC recommends continued training to staff and parents on the latest technology applications. The training that will be offered to parents will include: gradebook and parent portal.

Staffing:

The EESAC recommended that paraprofessionals be used in the classrooms to directly work with low performing students.

Student Support Services:

The EESAC recommends that we continue to implement the District's Character Education Curriculum. EESAC recommends 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 families in order to improve attendance.

Other Matters of Resource Allocation:

EESAC recommends that available resources be used for the end of the year field trip to EPCOT for the third grade class.

Benchmarking:

The EESAC will review data gathered from ongoing assessments and will be kept updated in regards to student progress throughout the school year.

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	300
Parental Involvement	5000
Discipline & Safety	500
Technology	800
Health & Physical Fitness	300
Electives & Special Areas	2000
Return On Investment	0
Total	8900



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