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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 1161 - Crestview Elementary School

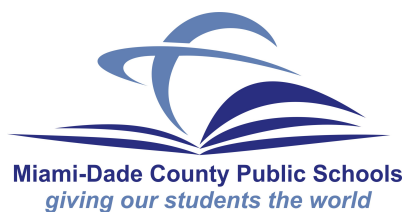
*FeederPattern:* Miami Norland Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Mildred Mejia

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Crestview Elementary School*

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Crestview Elementary School is a total writing magnet school comprised of pre-kindergarten to fifth grade. It is located in a predominately black neighborhood. Our 850 students, approximately 95 percent Black/Non-Hispanic, three percent Hispanic, one percent White/Non-Hispanic and one percent Other, are from diverse socio-economic backgrounds and ability levels.

Eighty-five percent of our students receive standard curriculum instruction, 5.3 percent are identified as Gifted and 9.7 percent are receiving Special Education curriculum, based on their Individual Educational Plans. Seventy-eight percent of our students qualify for free/reduced lunch.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading comprehension as evidenced by an increase from 72 percent to 75 percent of students scoring at or above Level 3 on the FCAT Reading Test administered in 2006, when compared with the results on the 2005 administration.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by an increase from 61 percent to 66 percent in the number of students scoring at or above Level 3 on the FCAT Mathematics Test, administered in 2006, when compared with the results on the 2005 administration.

Given instruction based on the Sunshine State Standards, the number of students in grade four scoring 3.5 on the FCAT Writing Test will increase from 83 percent to 88 percent when comparing results of the 2006 administration to data from 2005.

Given instruction based on the Sunshine State Standards, students in grade five will increase the mean scale score from 294 to 297 as documented by the 2006 FCAT Science Test.

Given emphasis on parental involvement, Crestview's families will exceed the number of times they are involved in school activities/events from 3201 to 3233 when comparing 2005-2006 data with the data from 2004-2005.

Given emphasis on the implementation and monitoring of the Code of Student Conduct, Crestview will reduce indoor/outdoor suspensions from 17 to 15 and will reduce the number of incidents of Crime and Violence from 11 to 9, when the most recent data is compared to data from 2005-2006.

Given additional emphasis on the usage of technology by our teachers and based on data received from the formal Technology Integration Survey administered at the beginning of 2005-2006, staff and administration will increase from 44 percent to 47 percent increased competence in utilization of technology, when data is compared with the same survey at the end of 2006.

Given instruction based on the Sunshine State Standards, the number of students in grades four and five who meet required health-related standards when comparing FITNESSGRAM data from 2005-2006 with data from 2004-2005 will increase from 76 percent to 79 percent.

Given instruction based on the Sunshine State Standards (SSS), the number of students involved in before- and after-school enrichment programs during 2005-2006 will increase from 94 to 103 when compared with the numbers from 2004-2005.

Crestview Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 68th percentile in 2003 to the 71st percentile on the next publication of the index.

Pertinent data was reviewed and analyzed including FCAT Test results, Stanford Achievement Test results, writing assessment results, the 2004-2005 Florida School Report, the Organizational Performance Improvement Survey, and the disaggregated results for the SAT and the FCAT to determine our objectives.

Based on careful analysis of the Organizational Performance Improvement Survey, Crestview will be focusing on two areas of concern. Communication between staff and community, as well as communication between staff and administration, are rated lower than other areas surveyed. The staff seems unsure that their "customers" are satisfied with their work and are concerned that the administration is not taking their ideas into consideration when planning for the future.

The implementation of these objectives and activities will be achieved through the collaborative partnering of home, school and community in order to achieve our mission of fostering academic excellence in a safe and secure learning environment.

# 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.

## **Crestview Elementary School**

### VISION

Crestview seeks to have every child become an effective member of our global society through a quality education in a safe, challenging, nurturing, multicultural environment.

### MISSION

The mission of Crestview Elementary School, The Center for Learning Through Writing, is to foster academic excellence by improving written and oral communication skills, critical thinking skills, and process skills through the use of the latest technological advances. We promote respect for self and others, and an appreciation, understanding, and awareness of individual differences through multicultural activities and experiences. We provide an enriching environment which will be safe and secure. We encourage a collaborative partnership of community, school and home.

## CORE VALUES

Crestview seeks to have every child become an effective member of our global society through a quality education in a safe, challenging, nurturing, multicultural environment.

Crestview Elementary School, The Center for Learning Through Writing was established with the following beliefs: all children have a natural desire to learn, all children can learn, technology enriches integrated thematic learning and the instructional process, staff and parents are partners in the educational process, writing prepares children of the 21st century.

At the core of Crestview Elementary's program is the statement "Children First". Our open-door policy stresses the relationship between the school, the parents and the community. It does take the whole community to reach a child's full potential.

## *School Demographics*

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Crestview Elementary is located on 6.73 acres in northwest Miami-Dade County at 2201 NW 187th Street.

It services approximately 850 students from a single-family neighborhood and recruited Transportation Zones, including 85 percent standard curriculum students, 5.3 percent Gifted students and 9.7 Special Education students. The ethnic/racial makeup of the student population is 95 percent Black/Non-Hispanic, 1 percent White/Non-Hispanic, 3 percent Hispanic and 1 percent Other. This is the third year that Crestview has met the mandate as a Title I school. Seventy-eight percent of our students qualify for free/reduced lunch.

Crestview employs a total of 60 full-time staff members and 21 part-time staff members. Two employees are administrators, 36 serve as classroom teachers, five are Special Education teachers and one teaches the Gifted. Instructional support personnel includes one Guidance Counselor, two Reading Coaches, one Media Specialist, one Magnet Lead Teacher/Math Coach, one Writing Coach, one Community Involvement Specialist, three Security Guards, two Microsystems Technicians and one pool Substitute. Four staff members are paraprofessionals and five are responsible for secretarial/clerical duties.

Of the teaching staff, 14 percent are new to the staff, with an overall average teaching experience of 17 years. Our principal has her Doctorate, 33 percent of the staff has a Masters degree and 10 percent have a Specialist degree. The ethnic/racial makeup of the staff is 76 percent Black/Non-Hispanic, 5 percent White/ Non-Hispanic and 19 percent Hispanic. Seventeen of our teachers have completed the Clinical Supervision requirement and are eligible to work with interns. At present four are working in that capacity.

Crestview is a total magnet program with the focus on writing in all kindergarten through fifth grade classes. It provides unlimited opportunities for all our students, whether they are from the neighborhood or from a recruited Transportation Zone. It offers a structured sequential writing program that develops thinking skills and the ability to communicate effectively in both written and oral language.

Crestview has identified several issues of concern that challenge the learning environment. Over the years it has become increasingly more difficult to recruit students into Crestview's writing program. The district instituted a more diverse cross-section of requirements last year, making this objective easier to achieve. Budgetary constraints have made some expenditures more difficult to facilitate. Creative budgeting and the accessing of grants and private funding are being explored. An increasing number of low-achieving students are becoming part of Crestview's population. In two years we have gone from 630 students to 850. It has become evident that our expectations tend to be higher than the schools these children came from and often do not meet Crestview's expectations. We must make sure that strategies and personnel are in place to meet the needs of these students.

# *School Foundation*

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## ***Leadership:***

Based on data received from the Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Leadership category as the highest category. Overwhelmingly, they know what Crestview's mission and values are. They know how to measure and analyze the quality of their work. Pertinent information is shared, creating an environment that enables them to do their job.

## ***District Strategic Planning Alignment:***

The majority of staff members feel that Crestview obeys laws and regulations and maintains high standards and ethics. They feel their work meets all the requirements for high quality and excellence and are satisfied with their work and their job.

## ***Stakeholder Engagement:***

Staff members responded positively to questions about Stakeholder Engagement. Overall communication with parents/extended family members and community organizations is good. Involvement of all stakeholders is at an extremely high level.

## ***Faculty & Staff:***

The teacher mentoring program at Crestview Elementary consists of the assignment of the grade chairperson to serve as a mentor to new teachers on the grade level. Retired teachers are used to provide new teachers with assistance in lesson planning, classroom management, teacher-student relations and programs specific to Crestview. School-site and regional support personnel provide new teachers with classroom resources, data analysis, classroom demonstration lessons and on-site professional development. As per PACES, further professional mentoring will be provided by a professional development team throughout the year.

## ***Data/Information/Knowledge Management:***

Crestview's staff scored this area second to the highest on the Organizational Performance Self Assessment Survey. They consistently measure and analyze the quality of their work and subsequently make changes based on these analyses.

## ***Education Design:***

In an effort to meet the needs of ALL our students, Crestview maintains diverse curriculums including: Pre-K ESE handicapped, Pre-K ESE Varying Exceptionalities (kindergarten through fifth), Academic Excellence, (second through fifth), Gifted (second through fifth), as well as curriculum for our general population.

Low functioning at-risk students need additional support. The establishment of separate Reading, Math, Writing and Science Labs seek to address this need. Additionally, volunteers are working with our lowest achievers during school hours, as well as staff members who tutor afterschool.

Our program is designed to identify the needs of ALL our students and to meet these needs consistently.

***Performance Results:***

Crestview has always sought to raise the bar where expectations are concerned. The last three out of four years, it received an A+ grade from the State. In 2004-2005 it made AYP and "Leave No Child Behind."

Crestview Elementary has won the Governor's Five Star School award five out of the last six years. This award recognizes schools that can document all-encompassing community involvement, which is so critical to student success.

The commitment of our Dade Partners enables us to reward our students for jobs well done. The hours our volunteers spend (3000+ last year) enhance classroom instruction and lower the teacher-pupil ratio.

Our totally involved PTA functions as a bridge between the school and the parents, all seeking only the best for our students. Crestview has won the Governor's Five Star School Award for the sixth year in a row and last year received the Magnet School of Distinction from Magnet Schools of America.

A commitment to high academic standards, curriculum innovation, successful efforts at recruiting diverse populations, and the consistent delivery of quality services, is why Crestview has been as successful as it has for all these years.



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

**GOAL 1 STATEMENT:**

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

**Needs Assessment**

Results of the 2005 FCAT Reading Test indicate that 67% of students in grade 3 have scored at or above Level 3, an increase of two percentage points over scores of the 2004 administration, 68 percent of students in grade four have scored at or above Level 3, a decrease of four percentage points over scores of the 2004 administration, 69 percent of fifth graders scored at or above Level 3, an increase of 16 percentage points over scores of the 2004 administration.

Results of the 2005 FCAT Norm-Referenced test the areas needing most improvement are Informational, Functional and Interpretation.

**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 based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading comprehension as evidenced by an increase from 72 percent to 75 percent of students scoring at or above Level 3 on the FCAT Reading Test administered in 2006, when compared with the results on the 2005 administration.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT Reading Test to identify strengths and opportunities for improvement, especially for our Level 1 students.	Principal Assistant Principal Reading Leader/Reading Coach Classroom Teachers	08/08/2005	08/08/2005
Utilize computer assisted programs in reading such as Voyager, Accelerated Reader, Riverdeep, STAR, and FCAT Explorer to reinforce and enhance reading skills.	Principal Assistant Principal Reading Leader/Reading Coach Classroom Teachers Paraprofessionals	8/8/2005	5/24/2006
Implement a twice weekly after-school tutorial program to target third and fourth grade Level 1 and Level 2 students.	Principal Assistant Principal Reading Leader/Reading Coach Classroom Teachers	9/5/2005	3/2/2006
Monitor the implementation of the Houghton-Mifflin Reading Series, Voyager and Lexia Reading programs, with emphasis on an uninterrupted two-hour reading block that focuses on guided reading, phonemic awareness, fluency, vocabulary, comprehension skills and specific strands identified as needing remediation.	Principal Assistant Principal Reading Leader/Reading Coach Classroom Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data received from quarterly assessment tools to monitor on-going student growth.	Principal Assistant Principal Reading Leader/Reading Coach Classroom Teachers	10/5/2005	5/4/2006
Utilize Crestview's Reading Lab more effectively, with special emphasis on our level 1 and level 2 students.	Principal Assistant Principal Reading Leader/Reading Coach Classroom Teachers Paraprofessionals	8/8/2005	5/24/2006
Participate in District Initiative for Dual Language Instruction in Kindergarten and 1st grade	Principal Assistant Principal	8/8/2005	5/24/2006

	Selected Kindergarten and 1st grade teacher	
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## **Research-Based Programs**

Houghton-Mifflin Reading Program

Voyager

Lexia

## **Professional Development**

Professional development training will include in-service opportunities necessary for the implementation of this School Improvement Plan. Classroom teachers will receive Voyager training. Administrators and teachers will attend District/Regional Center staff development workshops and share information with faculty and staff. Additional professional development will be provided by the Reading Coaches and curriculum support personnel. In-services will include training on the resources required for the implementation of the School Improvement Plan, CRISS Training, STAR Workshops, Houghton Mifflin Training, etc. In addition, Crestview will contract with appropriate consultants to provide on-site professional development activities.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Reading Test. Weekly, monthly and quarterly assessments to monitor student progress and redirect learning strategies will occur on an on-going basis. Dynamic Indicators of Basic Early Learning (DIBELS) will also be used to monitor student progress.

## 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 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"/>

**GOAL 2 STATEMENT:**

All Crestview students will be able to function on or above grade level in mathematics.

**Needs Assessment**

Results of the 2005 FCAT Mathematics subtest indicate that 67 percent of students in grade three have scored at or above Level 3, an increase of 29 percentage points over scores on the 2004 administration, 52 percent of students in grade four have scored at or above Level 3, a decrease of four percentage points over scores of the 2004 administration, 52 percent of students in fifth grade have scored at or above Level 3, an increase of seven percentage points over scores on the 2004 administration.

**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 based on the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by an increase from 61 percent to 66 percent in the number of students scoring at or above Level 3 on the FCAT Mathematics Test, administered in 2006, when compared with the results on the 2005 administration.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create and monitor Successmaker Lab for reinforcement of mathematics standards for all grade levels.	Principal Assistant Principal Math Leader Classroom Teachers	8/8/2005	5/24/2006
Emphasize and monitor utilization of “problem of the day” for all grade levels.	Principal Assistant Principal Math Leader Classroom Teachers	8/8/2005	5/24/2006
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills, with special attention directed to strands identified as needing remediation.	Principal Assistant Principal Math Leader Classroom Teachers Parents	8/8/2005	5/24/2006
Utilize SPI to analyze data and identify Level 1, Level 2 and struggling students.	Principal Assistant Principal Math Leader Classroom Teachers	8/8/2005	8/8/2005
Instruct all students in the use of cooperative problem-solving strategies as they relate to real-world situations that involve the use of resources, gathering and analyzing of information and increasing thinking and communication skills.	Principal Assistant Principal Math Leader Classroom Teachers	8/8/2005	5/24/2006
Create and utilize CEI Lab to provide additional assistance to Level 1 and Level 2 third, fourth and fifth grade students.	Principal Assistant Principal Math Leader Paraprofessionals	8/8/2005	5/24/2006

## **Research-Based Programs**

Harcourt Math  
Creative Education Institute's Mathematical Learning System  
Successmaker

## **Professional Development**

Professional development training will include in-service opportunities necessary for the implementation of this School Improvement Plan. They will include, but not be limited to the following: Successmaker, Innovative Teaching Strategies, Riverdeep, Using Manipulatives, Hands-On Equations, FCAT Explorer. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or District/Region initiatives. Delivery of in-services will include model lessons and mentoring of teachers by the Lead Teacher/Math Coach and curriculum support personnel.

All teachers will be updated in the proper utilization of SPI in an effort to provide them with valuable data. In addition, Crestview will contract with appropriate consultants to provide on-site professional development activities.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Mathematics Test. Weekly, monthly and quarterly assessments will monitor on going student progress and individual needs.

Pre- and Post-test data compiled in the CEI Math Lab will document learning gains of Level 1 and Level 2 students in grades three, four and five.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

All Crestview students will be able to communicate effectively through writing.

### **Needs Assessment**

Results of the 2005 FCAT Writing test indicate that 81 percent of fourth grade students scored 3.5 or above.

Students who were tested on the expository prompt attained a mean score of 3.9 and those writing to the narrative prompt scored 3.7. Their combined score was 3.8. Even though 3.8 is above the 3.5 targeted writing score and equal to the district score, it is two tenths of a point lower than the score we achieved in 2004.

### 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 based on the Sunshine State Standards, the number of students in grade four scoring 3.5 on the FCAT Writing Test will increase from 83 percent to 88 percent when comparing results of the 2006 administration to data from 2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Purchase state-of-the-art computers and writing software.	Principal Assistant Principal Writing Coach	8/8/2005	5/24/2006
Form focus groups based on writing pretest scores to provide skills acquisition in narrative and expository writing.	Principal Assistant Principal Writing Coach Classroom Teachers	8/15/2005	5/24/2006
Incorporate classroom journal writing to provide additional daily writing opportunities.	Principal Assistant Principal Writing Coach Classroom Teachers	8/8/2005	5/24/2006
Provide model writing lessons and assistance twice a week during the fourth grade tutorial program.	Principal Assistant Principal Writing Coach	9/12/2005	3/2/2006
A separate Writing Lab will be created for the 2005-2006 school year. An experienced teacher will serve as the Writing Coach, scheduling small groups of fourth graders for intense writing exposure.	Principal Assistant Principal Writing Coach	8/8/2005	5/24/2006
Present a new program, "Vivacious Verb of the Day", on the closed circuit broadcast system and teachers will reinforce the use of these verbs in oral and written communication.	Principal Assistant Principal Writing Coach Classroom Teachers Media Specialist	8/8/2005	5/24/2006

## Research-Based Programs

Houghton-Mifflin Reading Program



## **Professional Development**

On-going professional development provided by District, Regional Center and in-house personnel will include the following: the art of teaching writing, conferencing techniques, scoring of student writing samples using holistic scoring, pre-writing skills, vocabulary development, editing and all strategies relating to the Sunshine State Standards and the Grade Level Expectations.

## **Evaluation**

In addition to the scores on the 2006 FCAT Writing Test, writing pre- and post- tests, weekly, monthly and quarterly writing assessments will be used to monitor the writing objective.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

All Crestview students will be able to apply the scientific method.

### ***Needs Assessment***

Results of the 2005 FCAT Science test indicate that students in fifth grade achieved a mean scale score of 294 points, eight points higher than the district's and two points lower than the state's.

The content clusters in need of additional emphasis are the physical and chemical science strands. More time in the Science Lab is needed to facilitate improvement in these areas.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will increase the mean scale score from 294 to 297 as documented by the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct an adaptor grant workshop to enable teachers to develop strategies necessary for scientific inquiry.	Principal Assistant Principal Science Coordinator Classroom Teachers	10/5/2005	10/5/2005
Complete one lesson from Reading First Through Science (a supplement to enhance science content through reading) every week to prepare for the reading and science FCAT test.	Principal Assistant Principal Science Coordinator Classroom Teachers (3rd-5th)	8/8/2005	5/24/2006
Schedule on-site and off-campus enrichment activities to reinforce science skills.	Principal Assistant Principal Science Coordinator Classroom Teachers	8/8/2005	5/24/2006
Develop additional activities aligned to the annually assessed benchmarks in the areas of Earth/Space, Life/Environment and Scientific Thinking to increase students' scores in these areas.	Principal Assistant Principal Science Coordinator Classroom Teachers	8/8/2005	5/24/2006
Assign and use vocabulary FCAT Science cards and strategies in order to help students understand the FCAT Science terms that are critical to fifth grade FCAT Science success.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Harcourt Science Series

FOSS Kits

## **Professional Development**

Professional Development training will include focus on the eight strands of science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities. Training in experimental demonstrations, concept development and scientific thinking will also be addressed. In-house, district/county support personnel will provide additional assistance in content/delivery and /or strategies. Additionally, Crestview will contract with appropriate resource personnel at district, county and state levels to provide staff development as needed.

## **Evaluation**

Achievement of this objective will be deemed accomplished based on data received from the administration of the 2006 FCAT Science subtest.

District-provided assessments will be used to analyze progress and redirect instruction for reinforcement and/or enrichment. Within the classroom teacher-made assessments will correlate reading, science and mathematics. Data from these assessments will identify students who need additional instruction.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 5 STATEMENT:**

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

**Needs Assessment**

Crestview’s population is approximately 850 students. Allowing for multiple-child families, we estimate there are about 550 families involved in our school. During 2004-2005 our families logged more than 2746 visits to Crestview. Each family was involved in a positive way an average of five times during the school year. Crestview is an 11-year Golden School Award winner. Last year volunteers logged over 3201 documented volunteer hours. Data collected from the School Climate Survey Report for 2004-2005 indicate that Crestview’s parents rate the school between a B and a B+.

## Measurable Objective

Given emphasis on parental involvement, Crestview's families will exceed the number of times they are involved in school activities/events from 3201 to 3233 when comparing 2005-2006 data with the data from 2004-2005.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Emphasize public relations/community outreach that will make parents more aware of opportunities for participation.	Principal Assistant Principal CIS	8/8/2005	5/24/2006
Establish and implement a long-range schedule for parent workshops.	Principal Assistant Principal Community Involvement Specialist	9/5/2005	5/24/2006
Encourage Dade Partners to provide incentives to family members who participate in specific Crestview activities.	Principal Assistant Principal CIS Dade Partners	8/8/2005	5/24/2006
Coordinate partnership of administration, PTA, and Dade Partners under the overall umbrella of EESAC.	Principal Assistant Principal CIS	8/8/2005	5/24/2006
Schedule Open House and individual grade level orientations immediately after school begins to facilitate a smooth start to the school year.	Principal Assistant Principal Pre-K through 5th grade Teachers	9/14/2005	10/14/2005
Schedule Open House and individual grade level orientations immediately after school begins to facilitate a smooth start to the school year.	Principal Assistant Principal Pre-K through 5th grade Teachers	9/14/2005	10/14/2005

## Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs

## **Professional Development**

Parents and teachers will be encouraged to actively participate in activities like the following: the Annual Technology Conference that showcases technology-based instructional programs; the Educational Excellence School Advisory Council (EESAC) Workshop Series, a series of workshops presented during the year that trains parents on how to effectively participate in helping to make informed decisions on the school operation and its budget; annual Magnet Fairs to make parents aware of their options; and Regional Center/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth. Crestview's Community Involvement Specialist (CIS) will participate in on-going training to enhance parental involvement support.

## **Evaluation**

Evaluation of Crestview's 2005-2006 parental and community involvement will be based on a comparison of data reflected on activity/workshop sign-ins, logs of attendance and signed contracts from 2004-2005.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

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

### ***Needs Assessment***

In order for children to be able to learn they must be in school, in a functioning learning environment. When a child is suspended, tardy or absent from school, learning is not taking place. For optimum learning to occur, Crestview must have programs in place that minimize the number of suspensions (indoor and outdoor) tardies, and absences.



## Measurable Objective

Given emphasis on the implementation and monitoring of the Code of Student Conduct, Crestview will reduce indoor/outdoor suspensions from 17 to 15 and will reduce the number of incidents of Crime and Violence from 11 to 9, when the most recent data is compared to data from 2005-2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the number of suspension and expulsion requests submitted by teachers in order to assess the school safety efforts and disciplinary procedures being implemented at the classroom level.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Provide counseling services to students who evidence at-risk behavior.	Principal Assistant Principal Classroom Teachers Counselor	8/8/2005	5/24/2006
Provide "It Did Not Have to Happen" training at faculty meetings.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Stop the inclining trend of students suspended due to violations of the Student Code of Conduct as documented by student case management reports.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

This goal will be deemed to have been met if Crestview reduces the number of indoor/outdoor suspensions and missed school days/instructional hours due to such suspensions, when comparing Student Case Management forms and ITS data from 2005-2006 with data from 2004-2005.

## 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 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"/>

### ***GOAL 7 STATEMENT:***

Crestview will integrate technology into all curricular areas.

### ***Needs Assessment***

Based on a formal Technology Integration Survey, staff and administration require additional technological training: five percent are unsure of their use of technology, 44 percent are slightly unsure, 43 percent are relatively comfortable and four percent are completely comfortable.

## Measurable Objective

Given additional emphasis on the usage of technology by our teachers and based on data received from the formal Technology Integration Survey administered at the beginning of 2005-2006, staff and administration will increase from 44 percent to 47 percent increased competence in utilization of technology, when data is compared with the same survey at the end of 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor Integration of technology into classroom curriculum.	Principal Assistant Principal Media Specialist Classroom Teachers	8/8/2005	5/24/2006
Utilize the Intranet to enable all teachers to track student progress.	Principal Assistant Principal Media Specialist Classroom Teachers	8/8/2005	5/24/2006
Evaluation of diagnostic reports such as Accelerated Reader and Successmaker will provide immediate recognition of student needs.	Principal Assistant Principal Media Specialist Lead Teacher Classroom Teachers	8/8/2005	5/24/2006
Training in the use of Easy Tech and Atomic Learning (software programs that enable teachers to function technologically) will be provided to all teachers.	Principal Assistant Principal Media Specialist Classroom Teachers	8/8/2005	5/24/2006
Provide additional instruction in the use of e-mail on a daily basis.	Principal Assistant Principal Media Specialist Classroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

## **Professional Development**

All teachers will be trained and monitored in the proper utilization of Easy Tech, Atomic Learning, Accelerated Reader, Successmaker. All teachers will receive instruction in daily e-mail and Intranet use.

## **Evaluation**

This goal will be deemed as accomplished if based on data received from the formal Technology Integration Survey administered at the beginning of 2005-2006, staff and administration will evidence a three percent growth/increased competence in technological proficiency, based on data compared from the same survey at the end of 2006.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

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

**GOAL 8 STATEMENT:**

Crestview will promote the overall health and fitness of all students.

**Needs Assessment**

Assessment data obtained from the 2004-2005 FITNESSGRAM indicates that 76 percent of Crestview’s fourth and fifth graders met the required health-related standards.

It is common knowledge that healthy students who are actively involved in sports or physical fitness activities, tend to do better academically and socially. Obese, sluggish children are often ridiculed by their peers, have problems with self-esteem and do not function as well as they might.

## Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students in grades four and five who meet required health-related standards when comparing FITNESSGRAM data from 2005-2006 with data from 2004-2005 will increase from 76 percent to 79 percent.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide appropriate daily instructional time that is dedicated to fitness related activities.	Principal Assistant Principal PE Coaches	8/8/2005	5/24/2006
Monitor the PE program to ensure that activities specifically related to flexibility, cardiovascular and muscular strength and endurance are being emphasized.	Principal Assistant Principal PE Coaches	8/8/2005	5/24/2006
Invite parents to participate in quarterly National Lunch Awareness programs.	Principal Assistant Principal Community Involvement Specialist Cafeteria Manager	10/12/2005	5/10/2006
Develop an action plan to ensure success in meeting the goals and objectives as stated.	Principal Assistant Principal PE Coaches	8/8/2005	5/24/2006
Provide a quarterly newsletter to parents regarding tips for keeping their children healthy.	Principal Assistant Principal Counselor Community Involvement Specialist	8/8/2005	5/24/2006
Utilize FITNESSGRAM to administer a pre-test that will provide baseline data necessary for evaluation of student progress.	Principal Asssitant Principal PE Coaches	9/19/2005	3/31/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## **Evaluation**

This objective will be deemed to have been accomplished based on data received from the 2005-2006 FITNESSGRAM pre- and post-tests when compared to the results from 2004-2005.

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

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

**GOAL 9 STATEMENT:**

All Crestview students will be exposed to FCAT strategies during their scheduled Elective and Special Area times during and after school.

**Needs Assessment**

Students need consistency in all areas and must be exposed to FCAT strategies wherever possible. Reading, Mathematics, Writing and Science need to be interwoven into Special Area instruction.

Additionally, morning and after-school enrichment programs are needed to augment the areas where children are lacking exposure to the Cultural Arts.



## Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), the number of students involved in before- and after-school enrichment programs during 2005-2006 will increase from 94 to 103 when compared with the numbers from 2004-2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Produce a thematic research project/activity using Educational Portal: Hispanic Heritage, Black History, Women's History	Principal Assistant Principal Special Area Teachers Classroom Teacher	8/8/2005	3/31/2006
Investigate the feasibility of piloting an Art/Technology program for fifth graders.	Principal Assistant Principal Art Teacher Fifth Grade Teachers	10/10/2005	3/31/2006
Increase the number of extra-curricular clubs/activities available to Crestview students.	Principal Assistant Principal Special Area Teachers Dade Partners	9/12/2005	5/4/2006
Infuse a before-school Chess Club open to all grade levels.	Principal Assistant Principal Classroom Teacher	9/12/2005	5/4/2006
Infuse Reading, Mathematics, Writing and Science FCAT strategies during Special Area small group instruction.	Principal Assistant Principal Special Area Teachers Classroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Special area teachers will be trained in programs such as Voyager and Successmaker.

## **Evaluation**

This goal will be deemed to have been accomplished based on the number of students participating in before- and after-school enrichment programs when comparing data from 2005-2006 with data from 2004-2005.

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

**GOAL 10 STATEMENT:**

Crestview Elementary School will rank at or above the 90th percentile statewide on the State of Florida Return on Investment index of value and the cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied by FLDOE indicate that in 2003 Crestview Elementary ranked in the 68th percentile on the State of Florida Return on Investment index.

## Measurable Objective

Crestview Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 68th percentile in 2003 to the 71st percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/8/2005	5/24/2006
Collaborate with regional center/district on resource allocation.	Principal Assistant Principal Regional Center Personnel District Personnel	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or the taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal Community Resources	8/8/2005	5/24/2006
Consider shared use of facilities and/or partnering with community agencies.	Principal Assistant Principal Community Resources	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida Return on Investment publication, Crestview will show progress toward reaching the 71st percentile.

## *EESAC Compliance*

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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 allocation of A+ funding for teachers, students and materials. In addition, our EESAC agreed to fund the purchase of Accelerated Reader books and incentives for student achievement in academics, behavior and attendance.

### ***Training:***

The EESAC recommended accessing all professional development workshops that are deemed appropriate and beneficial to staff members.

### ***Instructional Materials:***

The EESAC recommended the adoption of Crestview's reading series. It also supported implementation of such programs as Successmaker and Voyager as a means of helping our students.

### ***Technology:***

The EESAC recommended allocating funds to infuse Successmaker into our state-of-the-art Math Lab. In addition, EESAC supported the creation of our new Writing Lab to upgrade our Writing Magnet Program.

### ***Staffing:***

The EESAC recommended providing funds to hire additional paraprofessionals to be placed in classrooms, thus lowering the student/teacher ratio.

### ***Student Support Services:***

The EESAC recommended expanding Crestview's Parent Resource Center and having input into the kinds of personal growth workshops that will be offered to our community.

### ***Other Matters of Resource Allocation:***

The EESAC recommended allocation of A+ funding for teachers, students and materials.

***Benchmarking:***

The EESAC recommended requiring benchmarking each nine weeks as mandated by the Comprehensive Reading Plan.

***School Safety & Discipline:***

The EESAC recommended expanded utilization of the Discipline Committee and Code of Student Conduct for Crestview Elementary. Students and parents are aware of these rules and these rules are reinforced consistently by all faculty members.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*