
SCHOOL IMPROVEMENT PLAN

2006-2007



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

Crestview Elementary School

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 890 students, approximately 96 percent Black/Non-Hispanic, three percent Hispanic, and one percent Multiracial, 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 skills as evidenced by 74 percent of students scoring at or above Level 3 on the FCAT Reading Assessment, administered in 2007.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Level 3 on the FCAT Mathematics Assessment, administered in 2007.

Given instruction based on the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by scoring at or above Level 3.5 on the FCAT Writing Assessment, administered in 2007.

Given instruction based on the Sunshine State Standards, 38 percent of students in grade five will achieve Level Three or higher, as documented by the FCAT Science Assessment, administered in 2007.

Given emphasis on parental involvement, Crestview's families will exceed the number of times they are involved in school activities and events when comparing 2006-2007 data with the data from 2005-2006 (2,668).

Given emphasis on the implementation and monitoring of the Code of Student Conduct, Crestview will maintain/reduce indoor/outdoor suspensions.

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 2006-2007, staff and administration will increase by three percent, their percent of competence in technology utilization, when data is compared with the same survey at the end of 2007.

Given instruction based on the Sunshine State Standards (SSS), the number of students in grades four and five who meet required FITNESSGRAM health-related standards will increase from 39% percent to 42% when comparing data from 2005-2006 with 2006-2007 data.

Given instruction based on the Sunshine State Standards (SSS), the number of students involved in after-school enrichment programs during 2006-2007 will increase.

Crestview Elementary School will improve its ranking on the State of Florida Return on Investment Index publication from the 49th percentile in 2005 to the 50th 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 2005-2006 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 2006 Organizational Performance Improvement Survey, Crestview will be focusing on three areas of concern. Overall results in all categories were high, all receiving 4.0 or above. Performance Results (4.0), Education Design (4.1) and Business Results (4.1) are rated lower than other areas surveyed. The staff is concerned that it does not have enough information as to the financial stability of the school and its ability to overcome obstacles that get in the way of progress.

Crestview's administration will work diligently during this year to improve the staff's perception of these areas. The focus will be on collaborative partnering and information sharing.

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

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

It services approximately 890 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 96 percent Black/Non-Hispanic, 3 percent Hispanic and 1 percent Multiracial. This is the fourth 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, seven 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 Science Coach, one Community Involvement Specialist, one Security Guard, and one pool Substitute. Four staff members are paraprofessionals and five are responsible for secretarial/clerical duties.

Of the teaching staff, 9 percent are new to the staff, with an overall average teaching experience of 12 years. Our principal has her Doctorate, 37 percent of the staff has a Masters degree and 8 percent have a Specialist degree. The ethnic/racial makeup of the staff is 26 percent Black/Non-Hispanic, 27 percent White/ Non-Hispanic and 46 percent Hispanic. Seventeen of our teachers have completed the Clinical Supervision requirement and are eligible to work with interns. At present three 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

Leadership:

Based on data received from the 2006 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Leadership category at 4.3 out of a perfect score of 5.0. The majority of staff 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:

Based on data received from the 2006 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the District Strategic Planning Alignment category at 4.0 out of a perfect score of 5.0. The majority of staff members feel sure of their positive impact on the success of the school, but would like more opportunity to share ideas for future planning.

Stakeholder Engagement:

Based on data received from the 2006 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Stakeholder Engagement category at 4.3 out of a perfect score of 5.0. Overall communication with parents/extended family members and community organization is good. Involvement of all stakeholders is at an extremely high level.

Faculty & Staff:

Based on data received from the 2006 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Faculty and Staff category at 4.2 out of a perfect score of 5.0. The staff feels that they work in a safe environment and that they work cooperatively with their colleagues. In addition, the administrative team encourages personal and professional development in order to achieve career advancement.

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.

Data/Information/Knowledge Management:

Based on data received from the 2006 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Data/Information/Knowledge Management category at 4.3 out of a perfect score of 5.0. The staff consistently measures and analyzes the quality of its work and uses this data to drive instruction.

Education Design:

Based on data received from the 2006 Organizational Performance Self Assessment Survey, members of Crestview's

staff ranked the Education Design category at 4.1 out of a perfect score of 5.0. In an effort to meet the needs of ALL our students, Crestview maintains diverse curriculums including: all Special Education Students, Academic Excellence, Gifted, 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 before-/after-school.

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

Performance Results:

Based on data received from the 2006 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Performance Results category at 4.1 out of a perfect score of 5.0. Crestview has always sought to raise the bar where expectations are concerned. The last four out of five years, it received an A+ grade from the State and 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 and is awaiting information about 2005-2006. 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 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 type="checkbox"/>

GOAL 1 STATEMENT:

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

Needs Assessment

The 2006 School Accountability Report indicates that 77% of students are meeting high standards in Reading, 67% are making learning gains and 61% of Crestview's lowest 25% are making learning gains. The Reading Mean Development Scale Score for 2006 fourth graders increased by 171 points from 2005-2006. These gains may be attributed to guided reading instruction, programs such as Accelerated Reader and Voyager, small group instruction in the Reading Lab and tutorial programs. FCAT 2006 Reading data for this year's fourth and fifth graders indicate that 79% of this year's fourth graders and 69% of this year's fifth graders scored at or above Level 3. The Reading Content Clusters that need to be improved are Main Idea/Authors' Purpose and Comparisons. Results of the 2006 DIBELS 3 administration show overall growth in Kindergarten (6%), 1st grade (10%), 3rd grade (8%), and 5th grade (10%). Results of the 2006 DIBELS 3 administration show no growth for non-inclusion Level 1 and Level 2 fourth grade students and a 2% loss overall in 2nd grade. Results of the FCAT Norm-Referenced test indicate 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	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 74 percent of students scoring at or above Level 3 on the FCAT Reading Assessment, administered in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement District Pacing Guide and District Interim Assessments.	Principal Assistant Principal Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Reading Assessment to identify strengths and opportunities for improvement, especially for our Level 1 and Level 2 students.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/14/2006	10/9/2006	District Strategic Plan	\$0.00
Purchase software necessary to implement "Reading Plus" in the Lab to reinforce reading skills and track academic growth.	Principal Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$16000.00
Oversee implementation of "Reading Plus" in the Lab to reinforce reading skills and track academic growth.	Principal Assistant Principal Media Specialist Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Hire three hourly teachers to provide additional small-group instruction to identified Level 1 and Level 2 students in the Reading Lab.	Principal Assistant Principal Reading Coaches Hourly Reading Lab teachers (3)	8/14/2006	5/30/2007	District-wide literacy plan	\$60000.00
Participate in District Initiative for Dual Language Instruction in Kindergarten, 1st and 2nd grades.	Principal Assistant Principal Selected Kindergarten 1st and 2nd grade teachers	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Monitor the implementation of the Houghton-Mifflin Reading Series, Voyager and Lexia Reading programs, with emphasis on an uninterrupted two-hour reading block focusing on guided reading, phonemic awareness, fluency, vocabulary, comprehension skills and specific strands identified as needing remediation, as per the Comprehensive Reading Plan.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Hire three hourly teachers to provide additional small-group instruction to	Principal Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$60000.00

identified Level 1 and Level 2 students in the Reading Lab.	Reading Coaches Hourly Reading Lab teachers (3)				
Implement, monitor and evaluate a twice weekly before-/after-school tutorial program to target third and fourth grade Level 1 and Level 2 students.	Principal Assistant Principal Reading Coaches Classroom Teachers CCAD	9/25/2006	3/2/2007	District Strategic Plan	\$11000.00
Sponsor a Test-Taking skills workshop for parents focusing on best practices for FCAT preparation (grades 2-5).	Principal Assistant Principal Grade Level Chairs Classroom Teachers	1/8/2007	1/19/2007	District Strategic Plan	\$0.00
Utilize computer assisted programs in reading such as Lexia, Accelerated Reader, and SuccessMaker to reinforce and enhance reading skills.	Principal Assistant Principal Reading Coaches Classroom Teachers Kindergarten Paras (4)	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Program

Voyager

Lexia

Professional Development

Voyager training

Administrators and teachers will attend District/Regional Center staff development workshops

In-house training by Reading Coaches and curriculum support personnel

CRISS Training

STAR Workshops

Houghton Mifflin training

Reading Plus training

Lexia training

FCAT Benchmark Training

DIBELS training

Evaluation

2007 FCAT Reading Assessment

Quarterly District Interim Assessments

In-house mid-quarterly assessments

Dynamic Indicators of Basic Early Learning (DIBELS)

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

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

Needs Assessment

The 2006 School Accountability Report indicates that 69% of students are making learning gains in Mathematics.

The Mathematics Mean Development Scale Score for 2006 fourth graders increased by 141 points from 2005-2006. This gain may be attributed to SuccessMaker, small group instruction in the Math Lab and tutorial programs.

FCAT 2006 Mathematics data for this year's fourth and fifth graders indicate that 79% of this year's fourth graders and 66% of this year's fifth graders scored at or above Level 3. The Mathematics Content Clusters that need to be improved are Number Sense, Geometry and Algebraic Thinking.

Of the 33 Level 1 and Level 2 third, fourth and fifth grade students serviced in the CEI Mathematics Lab, 66% evidenced between five months and three years growth in mathematics.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 56 percent of students scoring at or above Level 3 on the FCAT Mathematics Assessment, administered in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement District Pacing Guide and District Interim Assessments.	Principal Assistant Principal Math Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize SPI to analyze data and identify Level 1, Level 2 and struggling students, in order to drive instruction.	Principal Assistant Principal Math Leader Classroom Teachers	8/14/2006	10/9/2006	Inclusion	\$0.00
Emphasize and monitor utilization of "Problem of the Day" for all grade levels.	Principal Assistant Principal Math Leader Classroom Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
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	8/14/2006	5/30/2007	School-to-Career	\$0.00
Monitor utilization of SuccessMaker as a tutorial resource in the Lab, as well as in classrooms for reinforcement.	Principal Assistant Principal Math Leader Classroom Teachers Tutors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Purchase updated Creative Education Institute (CEI) software to network the Math Lab and provide small group instruction to Level 1 and Level 2 third, fourth and fifth grade students. This program will be monitored by pre-/posttests.	Principal Assistant Principal Math Leader	8/14/2006	5/30/2007	District Strategic Plan	\$6000.00
Implement twice-weekly after-school tutorial program monitored by benchmark pre-/posttests.	Principal Assistant Principal Math Coach Selected Teachers	9/25/2006	2/22/2007	District Strategic Plan	\$0.00

Hire one hourly retired teacher to lower student-teacher ration and assist classroom teachers with mathematics instruction.	Principal Assistant Principal Math Coach Classroom teachers Hourly retired teacher (1)	8/14/2006	5/30/2007	District Strategic Plan	\$35000.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Sponsor a "Parents' Math Night" to encourage parent involvement in real-world math activities with their children.	Principal Assistant Principal Math Coach Teachers Parents	11/14/2006	11/15/2006	Mentoring Opportunities	\$0.00

Research-Based Programs

Harcourt Math

Creative Education Institute's Mathematical Learning System

Successmaker

Professional Development

Successmaker

Innovative Teaching Strategies

Riverdeep

Using Manipulatives

Hands-On Equations

FCAT Explorer.

In-house professional development provided by the Math Coach and curriculum support personnel

Utilization of SPI

Item Specifications Training

Evaluation

2007 FCAT Mathematics Assessment

District Interim Math Assessments

In-house mid-quarterly assessments

Pre- and Post-test data compiled in the CEI Math Lab

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

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

Needs Assessment

The 2006 School Accountability Report indicates that 90% of Crestview's students are meeting high standards in Writing.

Results of the 2006 FCAT Writing test indicate that 88 percent of fourth grade students scored 3.5 or above. Students who were tested on the expository prompt attained a mean score of 4.2 and those writing to the narrative prompt scored 4.0. Their combined score was 4.1. Zero students scored 5.5 or 6.0 on either prompt.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by scoring at or above Level 3.5 on the FCAT Writing Assessment, administered in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse state-of-the-art computers and writing software into day-to-day instruction.	Principal Assistant Principal Writing Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expand utilization of the Writing Lab. The Writing Coach will schedule small groups of students for intense writing exposure.	Principal Assistant Principal Writing Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$48400.00
Provide model writing lessons and assistance twice a week during the fourth grade tutorial sessions.	Principal Assistant Principal Writing Coach	9/11/2006	2/9/2007	District-wide literacy plan	\$0.00
Hire one hourly paraprofessional to reduce teacher-student ratio within classrooms. Under the direction of the Writing Coach, this additional staff will facilitate more time for writing consultation.	Principal Assistant Principal Writing Coach Hourly paraprofessional (1)	8/14/2006	5/30/2007	Inclusion	\$11000.00
Incorporate classroom journal writing to provide additional daily writing opportunities.	Principal Assistant Principal Writing Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Program

Professional Development

Training provided aligned with:

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 SSS and the GLE's

Task Cards

Evaluation

2007 FCAT Writing Assessment

Writing pre- and post- tests

Weekly, monthly and quarterly writing prompts

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.)

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<input 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

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

GOAL 4 STATEMENT:

All Crestview students will be able to apply the scientific method and understand the impact of science in their daily lives.

Needs Assessment

Results of the 2006 FCAT Science Assessment indicate that students in fifth grade achieved a mean scale score of 282 points. Thirteen percent of fifth grade students scored at Level Three or above. 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, 38 percent of students in grade five will achieve Level Three or higher, as documented by the FCAT Science Assessment, administered in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement District Science Pacing Guide and Science Scope and Sequence.	Principal Assistant Principal Science Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain student Science journals focusing on vocabulary development, scientific, exploration, and results of scientific investigations.	Principal Assistant Principal Science Coach Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Schedule on-site and off-campus enrichment activities to reinforce science skills.	Principal Assistant Principal Science Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Initiate additional activities in a hands-on Science Lab 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 Coach	8/14/2006	5/30/2007	Inclusion	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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 Coach Classroom Teachers (3rd-5th)	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a grant workshop to enable teachers to develop strategies necessary for scientific inquiry.	Principal Assistant Principal Science Coach Classroom Teachers	10/5/2006	10/5/2006	District Strategic Plan	\$0.00
Invite parents to an evening workshop focusing on Scientific Method, Science Fair and Technology issues.	Principal Assistant Principal Science Coach	12/12/2006	12/13/2006	District Strategic Plan	\$0.00

	Classroom Teachers Parents	
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Research-Based Programs

Harcourt Science Series
FOSS Kits

Professional Development

Item Specification Training
Use of hands-on activities
Training in experimental demonstrations
In-house, district/county support personnel

Evaluation

2007 FCAT Science Assessment
FCAT Simulation Assessment

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 890 students. Allowing for multiple-child families, we estimate there are about 550 families involved in our school. 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 and events when comparing 2006-2007 data with the data from 2005-2006 (2,668).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	9/14/2006	10/14/2006	District Strategic Plan	\$0.00
Emphasize public relations/community outreach that will make parents more aware of opportunities for participation.	Principal Assistant Principal CIS	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage Dade Partners to provide incentives to family members who participate in specific Crestview activities.	Principal Assistant Principal CIS Dade Partners	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Establish and implement a long-range schedule for parent workshops.	Principal Assistant Principal Community Involvement Specialist	9/5/2006	5/30/2007	Career Development Programs	\$0.00
Coordinate partnership of administration, PTA, and Dade Partners under the overall umbrella of EESAC.	Principal Assistant Principal CIS	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Schedule Career Day to include all community stakeholders (parents, Dade Partners, etc.).	Principal Assistant Principal Community Involvement Specialist Dade Partners Parents	5/1/2007	5/18/2007	District Strategic Plan	\$0.00
Conduct workshops presented by The Parent Academy.	Principal Assistant Principal Community Involvement Specialist The Parent Academy	10/9/2006	4/9/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs

Professional Development

Annual Technology Conference

Educational Excellence School Advisory Council (EESAC) Workshop Series

Annual Magnet Fairs

Regional Center/School-Based Parent Involvement Workshops

Evaluation

More than 2,668 documented visits

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 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 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 maintain/reduce indoor/outdoor suspensions.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide counseling services to students who evidence at-risk behavior.	Principal Assistant Principal Classroom Teachers Counselor	8/14/2006	5/30/2007	Inclusion	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Stop the inclining trend of students suspended due to violations of the Code of Student Conduct as documented by student case management reports.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Periodically review Student Code of Conduct with students to discuss safety.	Principal Assistant Principal Counselor Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to participate in bullying/anger management counseling for the purpose of addressing and evaluating strategies to reduce number of suspensions.	Principal Assistant Principal Counselor School Psychologist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of school-wide Safety Patrol.	Principal Assistant Principal Safety Patrol Liaison	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

A reduced number of indoor/outdoor suspensions and missed school days/instructional hours due to such suspensions

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 an in-house Technology Integration Survey, staff and administration require additional technological training. Results indicate 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 2006-2007, staff and administration will increase by three percent, their percent of competence in technology utilization, when data is compared with the same survey at the end of 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor integration of technology into classroom curriculum.	Principal Assistant Principal Media Specialist Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Evaluation of diagnostic reports such as Reading Plus, Accelerated Reader, Successmaker, CEI, District Interim Assessments and Lexia will provide immediate recognition of student needs.	Principal Assistant Principal Media Specialist Lead Teacher Classroom Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
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	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Provide additional instruction in the use of e-mail on a daily basis.	Principal Assistant Principal Media Specialist Classroom Teachers	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Utilize the Intranet to enable all teachers to track student progress.	Principal Assistant Principal Media Specialist Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Reading Plus

Lexia

CEI

Professional Development

Professional Development training will be provided for:

Reading Plus

Easy Tech

Atomic Learning

Accelerated Reader

Successmaker

Daily e-mail and Intranet use

CEI

LEXIA

Evaluation

Two percent are unsure of their use of technology

Forty-six percent are slightly unsure

Forty-six percent are relatively comfortable

Six percent are completely comfortable.

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

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. Assessment data obtained from the 2005-2006 FITNESSGRAM indicates that 105/39% of Crestview's fourth and fifth graders met the required health-related standards.

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), the number of students in grades four and five who meet required FITNESSGRAM health-related standards will increase from 39% percent to 42% when comparing data from 2005-2006 with 2006-2007 data.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide appropriate daily instructional time that is dedicated to fitness related activities.	Principal Assistant Principal PE Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FITNESSGRAM to administer a pre-test that will provide baseline data necessary for evaluation of student progress.	Principal Asssitant Principal PE Coaches	9/11/2006	3/30/2007	Inclusion	\$0.00
Monitor the Physical Education program to ensure that activities specifically related to flexibility, cardiovascular and muscular strength and endurance are being emphasized.	Principal Assistant Principal PE Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Invite parents to participate in quarterly National Lunch Awareness programs.	Principal Assistant Principal Community Involvement Specialist Cafeteria Manager	10/11/2006	4/25/2007	District Strategic Plan	\$0.00
Provide a quarterly newsletter to parents including tips for keeping their children healthy.	Principal Assistant Principal Counselor Community Involvement Specialist	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Not Applicable

Evaluation

2006-2007 FITNESSGRAM pre- and post-tests

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 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"/>

GOAL 9 STATEMENT:

Crestview students in grades three-five will participate in after-school enrichment activities that will enhance and increase their knowledge of the world around them.

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. In addition, 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 after-school enrichment programs during 2006-2007 will increase.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse a before-school Chess Club open to all grade levels.	Principal Assistant Principal Classroom Teacher	9/25/2006	3/22/2007	Expanding arts opportunities	\$0.00
Infuse an Art-Technology program for fifth graders into the Art Curriculum.	Principal Assistant Principal Art Teacher Fifth Grade Teachers	10/18/2006	3/21/2007	Expanding arts opportunities	\$0.00
Increase the number of extra-curricular clubs/activities available to Crestview students: Academic Excellence, Chorus, Art Club, Oratorical Club.	Principal Assistant Principal Special Area Teachers Dade Partners	9/25/2006	3/22/2007	Community Partnerships	\$0.00
Implement a Career Day for all grade levels exposing students to real world opportunities and monitored by attendance rosters/sign-in sheets.	Principal Assistant Principal Community Involvement Specialis Classroom Teachers Parents Dade Partners KAPOW	3/1/2007	5/18/2007	School-to-Career	\$0.00
Produce a thematic research project/activity using Educational Portal: Hispanic Heritage, Black History, Women's History.	Principal Assistant Principal Special Area Teachers Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Voyager training
Reading Plus training
Successmaker training

Evaluation

An increase in the number of students participating in after-school enrichment programs

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 10 STATEMENT:

Crestview Elementary School will rank at or above the 50th 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 2005 Crestview Elementary ranked in the 49th 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 49th percentile in 2005 to the 50th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with regional center/district on resource allocation.	Principal Assistant Principal Regional Center Personnel District Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and/or partnering with community agencies.	Principal Assistant Principal Community Resources	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Inservice for all stakeholders on efficiency and effectiveness of Crestview's program.

Evaluation

State of Florida Return on Investment Publication

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 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$147,000.00
Goal 2: Mathematics	\$41,000.00
Goal 3: Writing	\$59,400.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$247,400.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent