
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2531 - Thena Crowder Elementary School

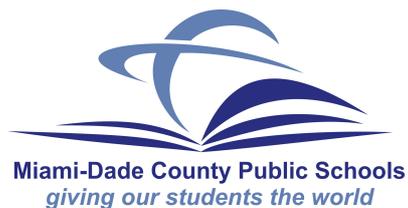
FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Elisa Perez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Thena Crowder Elementary School

Thena C. Crowder Elementary School is located at 757 NW 66 Street in Miami. Built in 1967, the school services students in pre-kindergarten through third grade. The school also houses a self-contained unit for orthopedically impaired students and hosts a Head Start pre-kindergarten classroom. With almost all of its students eligible for free or reduced lunch, Thena C. Crowder Elementary School qualifies for participation in the Title I Program. As a part of Miami-Dade County's School Improvement Zone, many of the school's educational and student services programs are designed to meet the needs of academically at-risk students. To adequately provide academic intervention and enrichment services, the school operates on an extended school day model, with all students participating in an additional hour of school each day. To meet the affective and behavioral needs of its students and families, Thena C. Crowder Elementary School utilizes the services of a full-time social worker and offers parents access to a state-of-the-art Parent Resource Center. Staff members participate in home visits to monitor student attendance, encourage positive student behaviors, and provide families with additional support when needed. By and large, results from the September, 2006 administration of the Organizational Performance Improvement Snapshot Survey (OPIS) indicate that the faculty and staff at Thena C. Crowder Elementary School are generally well-informed about school policies, procedures and operations.

Thena C. Crowder Elementary School faces the challenges shared by many urban elementary schools. Schoolwide scores on the reading and mathematics portions of the 2006 administration of the SAT-10 and FCAT were lower than the District average. There is a high rate of student absenteeism. It is difficult to sustain high levels of parent involvement in school functions. Thena C. Crowder Elementary School has developed a comprehensive plan to overcome these obstacles. The school adheres to the District's Comprehensive Research-Based Reading Plan and utilizes the research-based, state-adopted Houghton Mifflin Reading Program during its two and one-half hour literacy block. Houghton Mifflin's Early Success and Voyager Passport provide students with additional support during the afternoon intervention block. To foster reading skills, second and third grade students utilize Reading Plus throughout the school day and during the extended school day. Enrichment activities are designed to strengthen student performance in reading and mathematics. As a part of the 21st Century Community Grant and in conjunction with the Easter Seals Society, students are provided with before school tutoring and afterschool enrichment programs. Student participation in the Accelerated Reading Program and the schoolwide "Take Home Readers" and "I'll Catch You Reading" initiatives provide students with weekly incentives for becoming actively involved in reading.

In accordance with the District's Mathematics Scope and Sequence, the Harcourt Mathematics Program is utilized during mathematics instruction. This program is augmented by activities from the District's manuals, "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers" and "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for 3-5 Teachers."

To ensure that students are mastering appropriate reading and mathematics benchmarks, schoolwide bi-weekly reading and mathematics assessments are administered to all students in first, second and third grades. Results from these assessment are used when reteaching reading and mathematics concepts as well as in small-group tutorial settings. In addition to these bi-weekly assessments, students' writing progress is measured through the completion of monthly writing prompts in kindergarten through third grade. The acquisition of science concepts is measured through the administration of schoolwide pre- and post-tests in second and third grades.

To facilitate effective teaching and learning, students are encouraged to attend school each day. Incentives are provided to classes and individual students who maintain perfect attendance throughout the school week. To monitor the causes of student absenteeism and to facilitate assistance, where needed, the school social worker conacts the parents/guardians of all students who are absent and provides follow-up to promote regular school attendance. Thena C. Crowder Elementary School participates in the State Attorney's Truancy Intervention Program.

Because active parent involvement is a critical component of an effective educational program, Thena C. Crowder Elementary School offers a variety of opportunities for families to become involved in the educational process. A variety of topics are covered in workshops presented in the Parent Resource Center. District personnel have been invited to the school to present workshops related to bullying and child abuse. Families are encouraged to take advantage of the District's Parent Academy and, during the 2006-2007 school year, the Children's Trust's Prosperity Campaign will allow for several workshops dealing with personal finance and budgeting at Thena C. Crowder Elementary School. Adult family members are strongly encouraged to become approved volunteers and assist in the school.

Given instruction using the Sunshine State Standards (SSS), students in grade 3 will improve their reading skills as evidenced by 51 percent of students scoring at or above the state mastery level on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade 3 will improve their mathematical skills as evidenced by 56 percent of students scoring at or above the state mastery level on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percent of first and second grade students scoring a medium or high will increase by three percent as evidenced by the 2007 administration of the District's Writing Post-Test. The percent of third grade students scoring a four or above as per the 6 point State rubric will increase by 25 percent.

Given instruction using the Sunshine State Standards, 50 percent or more of the third grade students will make a three percentage point or greater gain on a science post-test to be administered in May, 2007, as compared to the pre-test administered in September, 2006.

Given the need to establish a link with the home to support the efforts of improving the academic achievement of students, parental involvement will reflect a five percentage point gain above the 2005-2006 level of participation, as evidenced by the data attained from the 2006-2007 Annual Survey of Title 1 Parental Involvement Log.

Given increased attention to the students' daily attendance, the attendance rate will increase by five-tenths percent in the 2006 - 2007 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 school year as documented by an increase of one level point on the Star scale in the Educator Use of Technology component.

Given the recommendations of the Florida Department of Education (FDOE), 70 percent of the students who participate in the 2006-2007 FITNESSGRAM will receive a gold or silver award.

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

After utilizing the Reading Plus instructional program, at least 70 percent of the second grade students will score at grade level or above when administered the Reading Plus Assessment Post-Test at the end of the 2006 - 2007 school year.

Collaboration and teamwork are critical to a school's success. The September, 2006 Organizational Performance Improvement Snapshot (OPIS) indicated that some Thena C. Crowder Elementary School staff members do not feel that their ideas are solicited. Staff contributions will be encouraged through the implementation of school-wide committees and through grade level and department planning. All faculty and staff are actively encouraged to participate in EESAC meetings and an "open door" policy is in place to invite dialogue between faculty, staff and administration. The administration shares State and District information, including financial reports, with the faculty and staff on a regular basis and will continue to do so throughout the 2006-2007 school year so that all staff members can play an active role in fostering a successful 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.

Thena Crowder Elementary School

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

Thena C. Crowder Elementary School, located at 757 NW 66 Street, was founded in 1967. The school, which consists of 162 students, serves students in pre-kindergarten through third grade. A self-contained special education unit provides services to orthopedically impaired students in kindergarten through third grade. The school also plays host to a Head Start Program for three- to five-year old children. Thena C. Crowder Elementary is an I Choose! School which actively promotes learning communities. Through hard work with parents and community members, our students will acquire the tools they need to become literate and productive citizens.

Thena C. Crowder Elementary School's faculty and staff are committed to improving the educational opportunities for children by providing the necessary tools and assistance to attain grade level standards. We are dedicated to providing a learning environment that will allow students to reach their optimum potential. This dedication will be reflected in the results of the 2007 administration of the SAT-10 and FCAT.

Thena C. Crowder Elementary School's student population is 95.8% Black; 2.4 percent Hispanic; 1.8 percent White, Non-Hispanic and 0.6 percent Multiracial. Four of these students receive instruction in English as a Second Language. 86percent of the students are eligible for free or reduced priced lunch.

Thena C. Crowder Elementary School's teacher population is 26 percent White, Non-Hispanic; 26 percent Black; 37 percent Hispanic and 11 percent Asian/Pacific Islander. 63 percent of the instructional staff has achieved a Bachelor's Degree. 26 percent of the staff has obtained a Master's Degree. 11% of the staff has achieved and Educational Specialist's Degree.

School Foundation

Leadership:

Upon examination of the September, 2006 Organizational Performance Improvement Snapshot Survey (OPIS), it was determined that, overall, the Thena C. Crowder Elementary School faculty and staff feel that their supervisor supports them by creating an environment that is conducive to teaching and learning. They feel that they know the school's mission and that the school's values are used to guide instruction. OPIS results indicated that ten staff members did not feel that their ideas were sought out by their supervisor.

District Strategic Planning Alignment:

As a whole, OPIS results were lowest in the Strategic Planning category. While 26 of the 35 respondents felt that the school asks for their ideas when making plans for the future, only 22 of the respondents agreed or strongly agreed that they know the parts of the school's plans that will affect them and their work.

Stakeholder Engagement:

Teachers are encouraged to keep in contact with their students' families on a regular basis. Telephone calls, notes home and face-to-face communication are encouraged. OPIS responses indicate that there is some need to improve stakeholder engagement. 32 of 35 respondents stated that they know who their most important customers were and that they keep in touch with their customers. Only 3 respondents neither agreed nor disagreed that they know who their customers were or that they kept in contact with their customers. Eight of 35 respondents neither agreed nor disagreed that they were able to solve problems for their customers.

Faculty & Staff:

While most OPIS respondents felt that faculty and staff worked together as a team, 5 respondents either disagreed with this statement or were unsure as to whether teamwork was in place. The Continuous Improvement Model is in place and encourages ongoing, shared communication and planning. Weekly grade level meetings are used as a forum for teachers to share ideas. Common planning time also fosters collegiality in the workplace. Ten respondents felt that their supervisor did not encourage them to develop their job skills and 5 respondents neither agreed nor disagreed that they were not recognized for their work. Professional development activities including opportunities to pursue national board certification and educational leadership positions are regularly shared with teachers. Teachers and staff are encouraged to take advantage of the professional growth activities provided throughout the county. One respondent disagreed with the statement, "I have a safe workplace." Eight respondents neither agreed nor disagreed that their workplace was safe.

Data/Information/Knowledge Management:

Thirty-four of 35 OPIS respondents agreed or strongly agreed that they know how to analyze the quality of their work and that they can determine when changes are needed. Only 2 respondents felt that not enough information was provided in order to do their work. Nine respondents either felt that they did not get the information that they needed regarding the school's performance or neither agreed nor disagreed that they got this information.

Education Design:

Most OPIS respondents agreed that they have control over their work processes and that good processes for doing work are in place. Collaborative planning and an active discourse between staff members is encouraged and the Continuous Improvement Model is utilized to ensure that effective, research-based educational practices are utilized. Three respondents felt they were unable to get the resources they needed to do their jobs and 7 respondents neither agreed nor disagreed that they have access to necessary resources. Faculty and staff are encouraged to express material and equipment needs. During faculty meetings, the Principal shares information about available monies with faculty members so that they will be aware of how funds are allocated and utilized.

Performance Results:

State and District policies are shared with faculty, staff, parents and community members at faculty meetings, EESAC meetings and other school-sponsored events. Twenty-nine of 35 OPIS respondents agreed or strongly agreed that the school obeys laws and regulations. Thirty-one respondents agreed or strongly agreed that they were satisfied with their jobs. Two respondents, however, neither agreed or disagreed that their customers were satisfied with their work. Thirty-four respondents agreed or strongly agreed with the statement, "My work products meet all requirements for high quality and excellence." To encourage excellence in instruction, grade-level data study groups are conducted to analyze student assessment results and to ensure that adequate planning and instruction is occurring. One respondent disagreed that the school makes effective use of their time. To encourage a feeling of self-efficacy, faculty and staff members are encouraged to participate in schoolwide committees and learning communities that showcase and expand upon their individual talents. Awareness of the school's financial status received the lowest rating on the OPIS. Nine participants disagreed or strongly disagreed with the statement, "I know how well my work location is doing financially." Six respondents neither agreed nor disagreed with this statement. To make the school's budget more accessible to faculty and staff, the Principal summarizes current budgetary allotments and expenditures at faculty meetings.

GOAL 1: READING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 1 STATEMENT:

At least 51 percent of the third grade students will score at or above the state mastery level on the 2007 administration of the FCAT Reading Test.

Needs Assessment

The data attained from the School Performance Accountability results indicates that 50 percent of the third grade students scored at or above an Achievement Level 3 on the 2006 administration of the FCAT Reading Test. Analysis of the scores indicates that students will need to increase skills in the Words/Phrases and the Main Idea/ Author's Purpose clusters. Continued emphasis on all the reading clusters is paramount if we are to make Adequate Yearly Progress during the 2006-2007 school year.

Additionally, 36 percent of the second grade students and 48 percent of the first grade students scored at or above the 50th percentile on the 2006 administration of the SAT-10. Continued emphasis on all elements of the "Big 5" is necessary to ensure improved student achievement on these assessments.

Because of a coding error on student test documents, Adequate Yearly Progress was not achieved for Special Education (SPED) students. In accordance with established IEPs, proper assessments must be administered to all SPED students and test documents must be coded correctly before submission.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade 3 will improve their reading skills as evidenced by 51 percent of students scoring at or above the state mastery level on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Administrators, Curriculum Specialist, Reading Coach	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize and monitor the Reading Plus, Leap Pad, Riverdeep, and FCAT Explorer programs to target individual student deficiencies using technology.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar and the scope and sequence in Reading.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Edusoft to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure that all teachers are trained in using CRISS. Monitor the implementation of CRISS in order to increase student achievement in Reading.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$500.00
In accordance with the Continuous Improvement Model, develop an instructional focus calendar in order to plan and pace instruction so that all tested benchmarks are taught prior to the administration of the FCAT Reading.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide, an after-school tutorial and enrichment program sponsored and financed by Easter Seals of Miami to work in collaboration with teachers to monitor targeted second and third grade students. Additionally, provide all students with	Administrators, Program Site Coordinator, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

extended opportunities for learning and enrichment activities.					
In accordance with the Continuous Improvement Model, identify students in grade 3 who scored below the 50th percentile in Reading on the 2006 administration of the Stanford Achievement Test-10 and schedule them into the extended day program to remediate deficiencies, utilizing Soar to Success and Voyager as the reading intervention program.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Administer pre-, post-, and bi-weekly, assessments aligned with the Sunshine State Standards tested benchmarks. In accordance with the Continuous Improvement Model, collect data that will be used when providing intervention to second and third grade students with deficiencies.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
In accordance with the Continuous Improvement Model, utilize available data from District and school developed bi-weekly assessments to target individual student strengths and weaknesses and to remediate deficiencies.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Title I Parent Resource Center to provide strategies for parents to use at home to support reading achievement through workshops, printed information, informal home visits, and conferences.	Administrators, Reading Coach, Classroom Teacher, Community Involvement Specialist	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

CORE PROGRAM: Houghton Mifflin's Legacy of Literacy

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

Professional Development

Utilizing the School Improvement Zone (SIZ) organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development days. Training will include the core reading program, the "Big 5," intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, and Voyager Passport. Provide professional development that will enable school-site administrators to support the Comprehensive Research-based Reading Program.

Professional development on the 8-Step Continuous Improvement Model will be provided. The School Improvement Zone Curriculum Support Specialists and school-site reading coaches will schedule on-going professional development for teachers in kindergarten through grade three in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time. Professional development will be offered to teachers in the areas of Data Analysis, Linking Data to Instruction, the "Big 5," CRISS, Best Practices, Curriculum Mapping, Guided Reading, FCAT Explorer, Reading Plus, Leap Pad by Leapfrog, 8-Step Continuous Improvement Model, and Accelerated Reader.

Evaluation

The success of meeting the objective will be measured by the scores on the 2007 administration of the FCAT Reading Test and the SAT-10. Progress towards objectives will be monitored by district assessments, interim assessments, and by school developed bi-weekly benchmark assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

At least 56 percent of the third grade students will score at or above the state mastery level on the 2007 administration of the FCAT Mathematics Test.

Needs Assessment

The data obtained from the School Performance Accountability results indicate that 47 percent of the third grade students scored at or above an Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test. Continued emphasis on instruction of all the mathematical clusters is paramount if we are to make Adequate Yearly Progress during the 2006-2007 school year.

Additionally, 18 percent of the second grade students scored at or above the 50th percentile on the 2006 administration of the SAT-10. Continued emphasis on instruction of all the mathematical clusters is necessary in order to ensure improved student performance during the 2006-2007 school year.

Because of a coding error on student test documents, adequate yearly progress was not achieved for Special Education (SPED) students. In accordance with established IEPs, proper assessments must be administered to all SPED students and test documents must be coded correctly before submission.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 3 will improve their mathematical skills as evidenced by 56 percent of students scoring at or above the state mastery level on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Focus on all mathematical clusters (Data Analysis and Probability, Measurement, Geometry, Algebraic Thinking, and Number Sense,) according to the scope and sequence provided by the District.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure that all teachers are trained in using CRISS. Monitor the implementation of CRISS in order to increase student achievement in Mathematics.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	Administrators, Curriculum Support Specialist, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide the materials and monitor the use of manipulatives for problem solving, and critical thinking strategies, as aligned with the Sunshine State Standards and the Harcourt Brace Mathematics series.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Implement pre-, post-, bi-weekly, and interim assessments that are aligned to the Sunshine State Standards tested benchmarks. Use Edusoft to score assessments, and generate disaggregated data reports to redirect classroom instruction for placement of students in flexible tutorial groups.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
In accordance with the Continuous Improvement Model, collect data from bi-weekly benchmark assessments in order to implement, monitor, and provide an after-school tutorial program, that will assist second and third grade students with deficiencies.	Administrators, Site Coordinator, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Title I Parent Resource Center to	Administrators, Classroom	08/07/2006	05/30/2007	District Strategic	\$0.00

provide strategies for parents to use at home to support mathematical achievement through workshops, printed information, and conferences.	Teacher, Community Involvement Specialist			Plan	
In accordance with the Continuous Improvement Model, utilize the District scope and sequence to ensure structured delivery and in order to pace instruction so that all tested benchmarks are taught prior to the FCAT Mathematics Test.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize school, School Improvement Zone, and District resources including "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers" and "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for 3-5 Teachers" to provide professional development opportunities utilizing all existing resources through mentoring, and inservices for instructional staff in the areas of hands-on mathematics activities and critical thinking skills.	Administrators, Classroom Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

CORE MATERIAL: Harcourt Brace Mathematics

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

Professional Development

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

Evaluation

The success of meeting the objective will be measured by the scores on the 2007 administration of the FCAT AND SAT-10 Mathematics Tests. Progress towards the objective will be monitored by district assessments, interim assessments, and by school developed bi-weekly benchmark assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 3 STATEMENT:

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

Needs Assessment

Based on results of the 2006-2007 District Writing Pretest, all first grade students scored in the low or unscorable range on both the expository and narrative prompts. 88.6% of the second grade students scored in the low or unscorable range on the expository prompt and 88.6% of the students scored in the low or unscorable range on the narrative prompt. When administered the expository prompt, 26% of the third grade students received a score of 0; 21.7% of the students received a score of 1; 21.7% of the students received a score of 1.5; 26% of the students received a score of 2; and 2.9% of the students received a score of 3. No third grade students received a score of 3.5 or above on the expository prompt. When administered the narrative prompt, 30.4% of the students received a score of 0; 34.7% of the students received a score of 1; 17.3% of the students received a score of 1.5; 13% of the students received a score of 2; and 2.9% of the students received a score of 3. No third grade students received a score of 3.5 or above on the narrative prompt.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of first and second grade students scoring a medium or high will increase by three percent as evidenced by the 2007 administration of the District's Writing Post-Test. The percent of third grade students scoring a four or above as per the 6 point State rubric will increase by 25 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Readers/Writers Workshop from the Houghton Mifflin Series.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Curriculum Mapping to infuse writing in all areas of the curriculum	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure that all teachers are trained using CRISS. Monitor the implementation of CRISS in order to increase achievement in Writing.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the 4-level rubric for first and second grade and the 6-point rubric for third grade, to analyze student responses to prompts and develop specific strategies to guide the writing instruction.	Administrators, Reading Coach, Curriculum Support Specialist, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Administer District-created monthly writing prompts throughout the year and score on a rubric scale. Provide daily practice in writing conventions through the use of Daily Oral Language.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Title I Parent Resource Center to provide strategies for parents to use at home to support writing skills through workshops, printed information, and conferences.	Administrators, Reading Coach, Classroom Teacher, Community Involvement Specialist	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Through the use of existing materials, implement the SANRON Writing Program in all grade levels. Provide in-house training for teachers new to the program.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

CORE PROGRAM: Houghton Mifflin Program

SUPPLEMENTAL PROGRAM: SANRON Writing Program, Write Time for Kids

Professional Development

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

Evaluation

The success of meeting the objective will be measured by the scores on the 2007 administration of the District's Expository and Narrative Writing Post-Tests. Progress towards the objective will be monitored by district assessments and through the administration of monthly 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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

Needs Assessment

The results of the school-developed science pre-tests administered at the beginning of the 2006 - 2007 school year indicated that 62 percent of the second grade students and 59.1 percent of the third grade students received a score of 70% or above. On the whole, second grade students achieved a 45 percent rate of mastery in the area of earth science, a 51.5 percent rate of accuracy in the area of life science and a 40 percent rate of accuracy in the area of physical science. On the whole, third grade students achieved a 78 percent rate of accuracy in the area of physical science, a 78 percent rate of accuracy in the area of earth science and a 63 percent rate of accuracy in the area of life science. The data collected indicates that there is a need for increase student performance in Science in order to prepare students to meet state standards in fifth grade FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent or more of the third grade students will make a three percentage point or greater gain on a science post-test to be administered in May, 2007, as compared to the pre-test administered in September, 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain monthly Science Journals for all first, second and third grade students.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Title I Parent Resource Center to provide strategies for parents to use at home to support science achievement through workshops, printed information, and conferences.	Administrators, Classroom Teacher, Community Involvement Specialist	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
In accordance with the Continuous Improvement Model, utilize curriculum mapping to infuse science skills into other disciplines in order to correlate student curriculum.	Administrators, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure students' enhanced understanding of the scientific method and monitor student participation in appropriate hands-on activities in the classrooms through the use of FOSS kits and the maintenance of Science Logs.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$500.00
Ensure that all teachers are trained in using CRISS. Monitor the implementation of CRISS and in order to increase student achievement in science.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$500.00
Enlist District support to ensure that all teachers are trained in the use of FOSS kits. Monitor the utilization of FOSS kits to increase student achievement in science.	Administrators, Classroom Teacher	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the District Science Pacing Guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in kindergarten through third grade.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct a schoolwide science fair in which students in kindergarten through third grade will demonstrate application of the scientific	Administrators, Classroom Teacher	8/7/2006	5/2/2007	District Strategic Plan	\$0.00

process.					
Utilize school, School Improvement Zone, and District resources including "Soaring to New Heights: A Resource Guide for K-2 Teachers" and "Soaring to New Heights: A Resource Guide for 3-5 Teachers" to provide professional development opportunities utilizing all existing resources through mentoring, and inservices for instructional staff in the areas of science methodology, literacy, and hands-on activities.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

CORE PROGRAM: McGraw Hill Science Series

SUPPLEMENTAL PROGRAM: FOSS Kits, CRISS, "Soaring to New Heights: A Resource Guide for K-2 Teachers," "Soaring to New Heights: A Resource Guide for 3-5 Teachers"

Professional Development

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

Evaluation

The scores on the Spring 2007 administration of the school developed Science post-test will measure the success of meeting the objective. Progress towards the objective will be monitored by results on teacher made assessments and cumulative benchmark assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

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

Needs Assessment

Parent logs indicate that 50 percent of the parents attended PTA meetings and Parent Workshops during the 2005-2006 school year. Efforts need to be highly focused and well planned in order to maximize the efforts to generate increased participation and support from parents.

Measurable Objective

Given the need to establish a link with the home to support the efforts of improving the academic achievement of students, parental involvement will reflect a five percentage point gain above the 2005-2006 level of participation, as evidenced by the data attained from the 2006-2007 Annual Survey of Title 1 Parental Involvement Log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Distribute the District's and the Title 1 Parent Surveys to gather information from parents regarding topics of interest to be presented at parent workshops. Use the surveys to plan the workshops to be presented at school and to encourage parent participation in the Parent Academy. (National PTA Standard I)	Administrators, Reading Coach, Social Worker, Counselor, Community Involvement Specialist	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Use the Community Involvement Specialist and the school's Social Worker to encourage parents to be active participants in their children's education. (National PTA Standard III)	Administrators, Community Involvement Specialist, School Social Worker	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Develop Progress Monitoring Plans (PMP) for those students who are not meeting grade level standards and schedule conferences in collaboration with parents. (National PTA Standards III & V)	Administrators, Reading Coach, Classroom Teachers	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Establish positive parent communications by implementing effective forms of school-to-home and home-to-school communications through the use of student planners, flyers, marquee, monthly newsletter, home visits, Student-Parent-Teacher Conferences, Parent-Teacher Conferences, and the establishment of a Title 1 Parent Advisory Council (PAC). (National PTA Standard I)	Administrators, Media Specialist, Community Involvement Specialist	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide and maintain a Parent Resource Center with materials and activities for parents that will inform them on how to assist in their children's academic progress and encourage parents to participate in Parent Academy workshops. (National PTA Standards II & III)	Administrators, Reading Coach, Community Involvement Specialist	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Provide strategies for parents to use at home to support reading, mathematics, writing, and science achievement through workshops, printed information, informal home visits and Parent-Teacher Conferences. (National PTA Standards II & III)	Administrators, Reading Coach, Classroom Teachers, Community Involvement Specialist	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize our Dade Partners and volunteers to provide the resources to implement an effective academic and enrichment tutorial program. (National PTA Standards IV & VI)	Administrators, Site Coordinator, Dade Partner and Volunteer Coordinator	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Parent-Teacher School Association (PTSA) Standards

Professional Development

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

Evaluation

Parental involvement will show a five percent increase above the 2005-2006 level of participation as reflected in the following: 2006-2007 Annual Survey of Title 1 Parental Involvement, Workshop attendance sign-in rosters, Community Involvement Specialist's records, ESSAC attendance rosters and Parent Resource Center visitation logs.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

A review of the daily attendance analysis for the 2005-2006 school year indicates that there was a 93.14 percent rate of daily student attendance.

Measurable Objective

Given increased attention to the students' daily attendance, the attendance rate will increase by five-tenths percent in the 2006 - 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor daily, monthly and quarterly attendance trends.	Administrators, School Social Worker, Classroom Teacher	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Announce classes with 100 percent attendance on a daily basis.	Administrators, School Social Worker	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students with five or more absences. Contact and meet with parents.	Administrators, School Social Worker, Community Involvement Specialist	8/7/2006	5/30/2007	District Strategic Plan	\$1000.00
Develop, implement and monitor a school-wide student attendance plan with incentives. Provide incentives for students who have perfect attendance each week and for classes with 100 percent weekly attendance.	Administrators, School Social Worker, Community Involvement Specialist, Classroom Teacher	8/7/2006	5/30/2007	District Strategic Plan	\$1000.00
Track students with a history of excessive absences and provide additional services and interventions.	Administrators, School Social Worker, Counselor, Classroom Teacher	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in the District's Truancy Intervention Program.	Administrators, School Social Worker	8/7/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

The administrators and the school social worker will participate in Truancy Intervention Plan training provided by the District.

Evaluation

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

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.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

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

Needs Assessment

Based on the 2005 - 2006 STaR School Profile, access to technology needs to be increased for teachers and students in all classrooms. The data reflects a need to increase our benchmark score from Stage 2 to Stage 3 advanced on the 2006 - 2007 STaR Survey Profile.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 school year as documented by an increase of one level point on the Star scale in the Educator Use of Technology component.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor the PMRN (Progress Monitoring and Reporting Network), to guide planning and instruction based on DIBELS assessment.	Principal, Assistant Principal, Reading Coaches, Lead Teacher, All Teachers, Data Input Specialist	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training in advanced email use to decrease the amount of paper memos and increase the use of technology as the primary source of communication.	Principal, Assistant Principal, Micro-Systems Technician	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Implement strategies that foster higher level thinking to produce various projects electronically.	Administrators, Reading Coach, Media Center Specialist, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor computer generated reports from the Reading Plus program to ensure that students log on for a minimum of 90 minutes per week.	Administrators, Reading Coach, Media Center Specialist, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Train teachers in the implementation of the District's electronic grade book.	Administrators, Electronic Gradebook Manager, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the Accelerated Reader and Vocabulary Programs in order to expose students to reading materials at their independent reading level, to augment their personal vocabulary usage, and to increase their comprehension skills, while encouraging a love of reading.	Administrators, Media Center Specialist, Reading Coach, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Edusoft software to generate reports, which identify areas of deficiencies.	Administrators, Reading Coach, Classroom Teacher, Reading Coach	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Implement a motivational reading program rewarding students who score 100 percent on Accelerated Reader tests that are within their reading level.	Administrators, Media Center Specialist, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Reading Plus
Accelerated Reader

Professional Development

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

Evaluation

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

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

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

Needs Assessment

Based on the results of the 2005 - 2006 FITNESSGRAM, 67 percent of all third grade students received gold or silver awards. These results indicate a need for third grade students to become more physically active and health conscious.

Measurable Objective

Given the recommendations of the Florida Department of Education (FDOE), 70 percent of the students who participate in the 2006-2007 FITNESSGRAM will receive a gold or silver award.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and oversee students' participation in planned physical education activities in order to prepare students for the FITNESSGRAM according to grade level standards.	Administrators, Physical Education Teacher	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Provide activities that promote the knowledge in nutrition to raise health consciousness.	Administrators, Physical Education Teacher, Counselor, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Provide activities that promote the importance of good hygiene habits.	Administrators, Counselor, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that activities selected specifically relate to the FITNESSGRAM components.	Administrators, Physical Education Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor that the appropriate amount of instructional time is dedicated to fitness related activities as scheduled. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administrators, Physical Education Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

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

Evaluation

Progress towards this objective will be met by monitoring the results of the 2006-2007 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

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

Needs Assessment

During the 2005 - 2006 school year, Thena C. Crowder Elementary School students participated in an average of three field trips per child. There is a critical need for providing students with increased exposure to events and activities that will educate the "total child." The school has a charge to educate an increasingly diverse student population. Students need to be exposed to and experience a wide variety of enrichment activities, which will enhance their learning and allow for connections to the students' world.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite parents and community, at the end of the school year, to attend a cultural fair in which students will display, explain, or present their cultural projects.	Administrators, Community Involvement Specialist, Classroom Teacher, Media Specialist	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Implement a unit of study during the fourth nine-week grading period for all students, that will emphasize an awareness of other cultural groups within our community, while allowing students to explore their own heritage.	Administrators, Classroom Teacher, Media Specialist, Reading Coach	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Use the Media Center to research, develop, and present a multicultural event or project.	Administrators, Media Specialist, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Participate in field trips that expose students to their cultural heritage while encompassing community awareness.	Administrators, Classroom Teacher	08/07/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

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

Evaluation

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

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

Because the Florida Department of Education does not provide a Return on Investment Index for Thena C. Crowder Elementary School, we will utilize the Reading Plus Program to determine a baseline for all 2nd grade students. This baseline will be used to determine learning gains. Less than one percent of the second grade students scored at or above grade level when administered the Reading Plus Assessment Pre-Test at the beginning of the 2006 - 2007 school year.

Measurable Objective

After utilizing the Reading Plus instructional program, at least 70 percent of the second grade students will score at grade level or above when administered the Reading Plus Assessment Post-Test at the end of the 2006 - 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the District/Zone on resource allocation.	Administrators	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with Easter Seals of Miami to implement a tutorial and enrichment program before and after school for students in Pre-Kindergarten through third grade.	Administrators, Site Coordinator, Community Partners	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
As per the Continuous Improvement Model, utilize Reading Plus data to target specific areas for improvement.	Administrators, Curriculum Leadership Team	08/07/2005	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Reading Plus

Professional Development

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

Evaluation

The success of meeting the objective will be measured by comparing results from the Reading Plus Assessment Pre-Test administered at the beginning of the 2006 - 2007 school year with results from the Reading Plus Assessment Post-Test administered at the end of the 2006 - 2007 school year.

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$500.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$2,000.00
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
Total:	\$3,500.00

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