

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Crestview Elementary School (1161)

Feeder Pattern - Miami Norland Senior

Regional Center II

District 13 - Miami-Dade

Principal - Dawn Baglos

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Crestview Elementary is located on 6.73 acres in northwest Miami-Dade County at 2201 NW 187th Street. While the original building was constructed in 1957, Crestview has two new buildings, one of which was completed only a few years ago. This modern building is well equipped with technology; smart boards and LCD projectors are installed in all of the classrooms. Each of the teachers in this building receive training to operate the LCD projectors and the smart boards. They also receive a laptop to coordinate their use. The second of the newer buildings, completed in the 1990's, houses the media center, primary students, science lab, and art room. The next renovation project is scheduled to begin this year, including roof replacement, drainage corrections, and major painting.

The school's location places it in the Miami Norland Senior High School Feeder Pattern. The majority of our students attend Parkway Middle School, a school whose grade declined to a D this past year after receiving a C for the previous two years. While, primarily located in a residential neighborhood, the school has built relationships with neighboring businesses. The Miami Dolphins, with the stadium serving as a backdrop to the school, are active as a partner along with the Family Christian Association of America (FCAA), Community Crusade Against Drugs, (CCAD), World's Finest Chocolate, Wendy's, Comp USA, and Burger King. Each business partner provides incentives for students throughout the year.

Crestview Elementary School is comprised of pre-kindergarten to fifth grade. Of our 870 students, approximately 97 percent are Black/Non-Hispanic, two percent are Hispanic, and one percent are Multiracial. These high percentages limit the number of No Child Left Behind subgroups as the testing populations are not great enough. While the ethnic diversity of our students is limited, our students are from diverse socio-economic backgrounds and ability levels. Eighty-one percent of our students receive standard curriculum instruction, 11 percent are identified as Gifted and 8 percent receive Special Education curriculum, based on their Individual Educational Plans. These populations are monitored for adequate yearly progress and the percentages meeting high standards. Presently, 30 percent of our population assessed at Level 1 or Level 2 in reading and 37 percent assessed at Level 1 or Level 2 in mathematics. Seventy-three percent of our students qualify for free/reduced lunch allowing Crestview to qualify for Title I funding. Crestview's attendance is consistently high, averaging 98 percent present daily, as attendance is encouraged by all stakeholders.

Crestview employs a total of 78 full-time staff members and 19 part-time staff members. Two employees are administrators, 49 serve as classroom teachers, five are Special Education teachers and two teach the Gifted population. Instructional support personnel includes one Guidance Counselor, one Reading Coach, one Media Specialist, one Magnet Lead Teacher/Math Coach, one Science Coach, one Community Involvement Specialist, two Security Guards, and one pool substitute. Three staff members are paraprofessionals, five are responsible for secretarial/clerical duties, and one serves as the Microsystem Technician.

The overall faculty average of teaching experience is 10 years. While twenty-one percent of the staff members hold Masters degrees and five percent have a Specialist degree, ten percent of faculty is new to the school. The ethnic/racial makeup of the staff is 51 percent Black/Non-Hispanic, 28 percent White/ Non-Hispanic and 21 percent Hispanic. This infusion of new teachers is partly due to additional faculty in order to meet class size requirements. Presently, the average class size for grades prekindergarten through third grade is 18.00 and the average class size for grades four and five is 21.5.

Crestview is a total magnet program with a focus on writing in all kindergarten through fifth grade classes. It provides unlimited opportunities for all of 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. Additionally, Crestview offers the Extended Foreign Language program in kindergarten through third grade, self-contained gifted classes in grades three through five, and Academic Excellence after school.

The writing in our school is continued across the curriculum as is evident in our school's science lab. The lab, run by our lead science teacher, allows students to develop scientific process skills through daily experiments. A large factor in the success of this lab are the two grants, "A Taste of Science" and "Rumble, Tumble, Crumble," awarded the teacher which are utilized to supplement the curriculum and purchase materials for experiments. This dynamic instruction, combined with daily instruction in the Sunshine State Standards, drives our school towards meeting its objectives.

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grades three through five will increase by five percentage points, from 70 percent to 75 percent, on the 2008 administration of the FCAT Reading Assessment as compared to the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grades three through five will increase by five percentage points, from 63 percent to 68 percent, on the 2008 administration of the FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by a five percentage point increase, from 82 percent to 87 percent, in the percent of students achieving high standards on the 2008 administration of FCAT Writing+.



School Improvement Plan

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Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points, from 28 percent to 53 percent, on the 2008 FCAT Science Assessment as compared to the 2007 administration of the FCAT Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 school year to the 2007-2008 school year.

Given emphasis on a safe and orderly environment, student behavior will be maintained as evidenced by a decrease in the number of teacher written referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

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 2007-2008, 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 2008.

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 36 percent to 39 when comparing data from 2006-2007 with 2007-2008 data.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Crestview Elementary School Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

Pertinent data was reviewed and analyzed including FCAT Test results, Stanford Achievement Test results, writing assessment results, the 2006-2007 Florida School Report, the Organizational Performance Improvement Survey, and the disaggregated results for the SAT and the FCAT to determine our objectives.

Analysis of the 2007 Organizational Performance Improvement Survey noted that all of the categories received ratings of 4.0 or higher with the exception of one, Strategic Planning, which received a rating of 3.9. To continue building capacity of all stakeholders, Crestview will focus on four of the lowest rated categories: Strategic Planning (3.9), Performance Results (4.0), Education Design (4.0) and Business Results (4.0). 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.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

1161 - 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



School Improvement Plan 2007-2008



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, and 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. After all, 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. While the original building was constructed in 1957, Crestview has two new buildings, one of which was completed only a few years ago. This modern building is well equipped with technology; smart boards and LCD projectors are installed in all of the classrooms. Each of the teachers in this building receive training to operate the LCD projectors and the smart boards. They also receive a laptop to coordinate their use. The second of the newer buildings, completed in the 1990's, houses the media center, primary students, science lab, and art room. The next renovation project is scheduled to begin this year, including roof replacement, drainage corrections, and major painting.

The school's location places it in the Miami Norland Senior High School Feeder Pattern. The majority of our students attend Parkway Middle School, a school whose grade declined to a D this past year after receiving a C for the previous two years.

Crestview services approximately 870 students from a single-family neighborhood and recruited Transportation Zones, including 81 percent standard curriculum students, 11 percent gifted students and eight percent special education students. The ethnic/racial makeup of the student population is 97 percent Black/Non-Hispanic, two percent Hispanic and one percent Multiracial. This is the fourth year Crestview has received Title I funding, with 73 percent of the students qualifying for free/reduced lunch. This additional support assists in providing after-school and during-school tutorials for students.

Crestview employs a total of 78 full-time staff members and 19 part-time staff members. Two employees are administrators, 49 serve as classroom teachers, five are Special Education teachers and two teach the Gifted population. Instructional support personnel includes one Guidance Counselor, one Reading Coach, one Media Specialist, one Magnet Lead Teacher/Math Coach, one Science Coach, one Community Involvement Specialist, two Security Guards, and one pool substitute. Three staff members are paraprofessionals, five are responsible for secretarial/clerical duties, and one serves as the Microsystem Technician.

The overall faculty average of teaching experience is 10 years. While twenty-one percent of the staff members hold Masters degrees and five percent have a Specialist degree, ten percent of faculty is new to the school. The ethnic/racial makeup of the staff is 51 percent Black/Non-Hispanic, 28 percent White/ Non-Hispanic and 21 percent Hispanic. This infusion of new teachers is partly due to additional faculty in order to meet class size requirements. Presently, the average class size for grades prekindergarten through third grade is 18.00 and the average class size for grades four and five is 21.5.

Crestview is a total magnet program with a focus on writing in all kindergarten through fifth grade classes. It provides unlimited opportunities for all of 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. Additionally, Crestview offers the Extended Foreign Language program in kindergarten through third grade, self-contained gifted classes in grades three through five, and Academic Excellence after school.

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. Crestview's population has increased rapidly during the past two years as demonstrated by growth from 630 students to 870 students. This increase is primarily due to transfer students through the No Child Left Behind Act. It has become evident that we must make sure strategies and personnel are in place to meet the needs of these additional students.

In addition, with ten percent of the school's teaching population new to the school, it has become evident that additional professional development and support are needed. The Leadership Team, comprised of administrators, lead teachers, grade level chairs, and Media Specialist, has created many opportunities for staff members to continue to develop in their fields.

School Foundation

Leadership:

Based on data received from the 2007 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Leadership category at 4.2 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 2007 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the District Strategic Planning Alignment category at 3.9 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 2007 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Stakeholder Engagement category at 4.2 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 2007 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Faculty and Staff category at 4.0 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 2007 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Data/Information/Knowledge Management category at 4.2 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 2007 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Education Design category at 4.0 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 performing, 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 and after school.

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

Performance Results:



School Improvement Plan

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Based on data received from the 2007 Organizational Performance Self Assessment Survey, members of Crestview's staff ranked the Performance Results category at 3.9 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 six years, it received an A+ grade from the State, and it made adequate yearly progress (AYP).

Crestview Elementary has won the Governor's Five Star School award five out of the last seven years. This award recognizes schools that can document all-encompassing community involvement, which is so critical to student success. Additionally, Crestview received the Magnet School of Distinction from Magnet Schools of America two years ago.

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.

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 successful for so many years.

Schools Graded 'C' or Below

Professional Development:

In order to support enhanced instructional strategies, Crestview Elementary's Leadership Team has created a comprehensive plan for professional development based upon identified areas of growth. Beginning with the planning days prior to school commencing, teachers received significant training in science. To further support this development in science, the upcoming planning day has been devoted to science workshops, both in teaching strategies and in content. The information to be instructed has been determined by the previous year's test scores and by a school generated survey assessing teachers' needs for science content.

To provide mathematics and reading professional development, weekly trainings are held with each grade level and the school's Reading Coach and writing Magnet Lead teacher. In addition, the structure of faculty meetings has been modified to limit the agenda to fifteen minutes of information dissemination with the remaining time to be used to model and provide training in best practices.

Development of the Leadership Team has been addressed as well as the team meets monthly with an outside agency to develop skills in creating and cultivating a positive school culture. The discussions are structured and based on data from diagnostic surveys and the previous year's test data.

Knowing the importance of the home-school connection, the Leadership team has also provided for parent training. Monthly workshops in reading, science, technology, and grade level specific information have been planned.

Disaggregated Data :

Data from the 2006 - 2007 FCAT assessment have been analyzed and shared with the entire faculty as well as with each classroom teacher. This disaggregation identified areas that need to be addressed and areas of success. Computer-assisted instruction demonstrated an area of strength through reading software while the structure of the writing magnet needed assistance. As a result, the faculty of Crestview has created a focus calendar of reading and writing benchmark skills to be addressed and celebrated school-wide. Bi-weekly assessments are administered and the results are shared with the faculty at each faculty meeting. In addition, the results are shared with each of the grade levels.

Individually, teachers were able to identify areas of strength and weakness.

Ongoing formal and informal assessments will continue to be utilized throughout the school year to further guide instructional practices.

Informal and Formal Assessments:

Using a focus calendar based upon identified areas of need, Crestview Elementary has begun an ongoing assessment process. Bi-weekly benchmark assessments are conducted, scored, reviewed and remediated as needed. Information is shared school-wide during data discussions at faculty meetings and with individual grade levels during grade-level meetings. Additionally, the faculty of Crestview will use information gleaned from District Interim Assessments to monitor school progress towards mastering the Sunshine State Standards.

Informal classroom assessments are also being used to monitor student progress. Student responses to these assessments are shared at grade level meetings to determine additional assistance needed by students.

Alternative Instructional Delivery Methods :

Students identified as needing additional assistance or an alternative delivery model, as well as subgroups identified as needing additional assistance, are provided these opportunities through small group instruction during class as well as through a pull-out model of small group instruction. These students also receive additional assistance through computer-assisted instruction designed to support areas of weakness. Finally, students are targeted for after school tutorials based upon identified weaknesses. Previous year's scores as well as the school's bi-weekly assessments identify these students.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Reading Statement

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

Needs Assessment

The 2007 School Accountability Report indicates that 70 percent of students are meeting high standards in Reading, 65 percent are making learning gains and 61% of Crestview's lowest 25 percent are making learning gains. The Mean Scale Scores for 2007 indicate third and fourth graders decreased by five points from 2005-2006. The mean scale scores for fifth grade, however, increased by four points. Reading FCAT data for 2007 indicate that 65 percent of this year's fifth graders scored at or above Level 3 and 66 percent of this year's fourth graders scored at or above Level 3. Furthermore, disaggregation of the Reading Content Clusters reveals that while Crestview's fourth graders met the District levels of performance, they need to improve in Reference and Research, Main Idea/Author's Purpose and Comparisons. Conversely, Reference and Research was an area of strength for the fifth graders. The fifth graders do, however, need to improve their performance in Words and Phrases and Main Idea. Results of the Stanford Achievement Test for second grade 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
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grades three through five will increase by five percentage points, from 70 percent to 75 percent, on the 2008 administration of the FCAT Reading Assessment as compared to the 2007 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement District Pacing Guide and District Interim Assessments.	Principal, Assistant Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	0
Disaggregate and analyze data from the 2007 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	8/20/07	10/5/07	District-wide Literacy Plan	0
Monitor implementation of "Reading Plus" in the lab to reinforce reading skills and track academic growth.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers, Media Specialist	8/20/07	6/5/08	District-wide Literacy Plan	0
Hire two hourly teachers to provide additional small-group instruction to identified Level 1 and Level 2 students in the Reading Lab.	Principal	8/20/07	6/5/08	District-wide Literacy Plan	45000
Participate in District Initiative for Dual Language Instruction in Kindergarten, 1st, 2nd, and 3rd grades.	Principal, Assistant Principal, Selected Teachers	8/20/07	6/5/08	Dual Language	0
Monitor the implementation of the Houghton-Mifflin Reading Series, Voyager, and Lexia Reading programs with emphasis on an uninterrupted language arts/reading block focusing on guided reading, phonemic awareness, fluency, vocabulary, comprehension skills and specific strands identified as needing intervention, as per the Comprehensive Research Based Reading Plan.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement, monitor and evaluate a twice weekly before-/after-school tutorial program to target third, fourth, and fifth grade Level 1 and Level 2 students.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers, CCAD	9/05/07	3/12/08	District-wide Literacy Plan	15000
Sponsor grade level specific reading skills workshops for parents focusing on best practices for FCAT preparation.	Principal, Assistant Principal, Reading Coaches, Grade Level Chairs, Classroom Teachers	9/18/07	11/8/08	District-wide Literacy Plan	0
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	8/20/07	6/5/08	District-wide Literacy Plan	0

Research-Based Programs

Houghton-Mifflin Reading Program
 Voyager
 Lexia

Professional Development



School Improvement Plan 2007-2008



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

2008 FCAT Reading Assessment
District Interim Assessments
In-house biweekly assessments
Dynamic Indicators of Basic Early Learning (DIBELS)

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

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

Needs Assessment

The 2007 School Accountability Report indicates that 58 percent of students are making learning gains in mathematics.

The 2007 Mathematics Mean Scale Score increased for both fourth and fifth graders, three and eight points respectively from 2005-2006. This gain may be attributed to SuccessMaker, small group instruction in the math lab and tutorial programs.

FCAT 2007 Mathematics Assessment data for this year's fourth and fifth graders indicate that 72 percent of this year's fourth graders and 58 percent of this year's fifth graders scored at or above Level 3. Average percentages for the Mathematics Content Clusters were between 50 and 60 percent for all clusters. Data Analysis was slightly higher than the others at 59 percent while Number Sense (53 percent) and Algebraic Thinking (51 percent) need to be improved.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grades three through five will increase by five percentage points, from 63 percent to 68 percent, on the 2008 administration of the FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement District Pacing Guide and District Interim Assessments.	Principal, Assistant Principal, Grade Level Chairs, Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Utilize Student Performance Indicators (SPI) to analyze data and identify Level 1, Level 2 and struggling students in order to drive instruction.	Principal, Assistant Principal, Grade Level Chairs, Classroom Teachers	8/20/07	10/5/07	Exchange Meaningful Information	0
Emphasize and monitor utilization of "Problem of the Day" for all grade levels.	Principal, Assistant Principal, Grade Level Chairs, Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
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 information and increasing thinking and communication skills.	Principal, Assistant Principal, Grade Level Chairs, Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Monitor utilization of SuccessMaker as a tutorial resource in the lab as well as in classrooms for reinforcement.	Principal, Assistant Principal, Grade Level Chairs, Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Utilize 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	8/20/07	6/5/08	Seamless PreK-12 Curriculum	6000
Implement twice-weekly after-school tutorial program monitored by benchmark pre-/posttests.	Principal, Assistant Principal, Selected Teachers	9/25/07	3/12/08	Seamless PreK-12 Curriculum	11000
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills, with special attention directed to strands identified as needing intervention.	Principal, Assistant Principal, Classroom Teachers, Parents	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Sponsor a "Parents' Math Night" to encourage parent involvement in real-world math activities with their children.	Principal, Assistant Principal, Classroom Teachers, Parents	8/20/07	3/12/08	Academic Enrichment Opportunities	0

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



School Improvement Plan 2007-2008



2008 FCAT Mathematics Assessment
District Interim Math Assessments
In-house mid-quarterly assessments
Pre- and Posttest data compiled in the CEI Math Lab

Writing Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

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

Needs Assessment

The 2007 School Accountability Report indicates that 82 percent of Crestview's students are meeting high standards in writing.

Results of the 2007 FCAT Writing Test indicate that 80 percent of fourth grade students scored 3.5 or above. Students who were tested on the expository prompt attained a mean score of 3.9 and those writing to the narrative prompt scored 3.8. Their combined score was 3.9. One student scored a 6.0. This data represents a decline in writing performance at Crestview Elementary and a need to heighten opportunities for students to write both narrative and expository pieces.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by a five percentage point increase, from 82 percent to 87 percent, in the percent of students achieving high standards on the 2008 administration of FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse state-of-the-art computers and writing software into day-to-day instruction.	Principal, Assistant Principal, Magnet Lead Teacher, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide small group instruction for students identified as needing intervention.	Principal, Assistant Principal, Magnet Lead Teacher, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Provide model writing lessons and assistance twice a week during the fourth grade tutorial sessions.	Principal, Assistant Principal, Magnet Lead Teacher, Classroom Teachers	9/18/07	2/9/08	District-wide Literacy Plan	0
Hire one hourly paraprofessional to reduce teacher-student ratio within classrooms. Under the direction of the Lead Teacher, this additional staff will facilitate more time for writing consultation.	Principal, Assistant Principal, Magnet Lead Teacher, Paraprofessional	8/20/07	6/5/08	District-wide Literacy Plan	11000
Incorporate classroom journal writing to provide additional daily writing opportunities.	Principal, Assistant Principal, Magnet Lead Teacher, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Incorporate literary devices into student's writing through the Bill of Writes! process and parade.	Principal, Assistant Principal, Magnet Lead Teacher, Classroom Teachers	9/18/07	6/5/08	District-wide Literacy Plan	
Incorporate biweekly writing benchmarks on the school's focus calendar.	Principal, Assistant Principal, Magnet Lead Teacher, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	

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

- 2008 FCAT Writing+ Assessment
- Writing pre- and post- tests
- Weekly, monthly and quarterly writing prompts

Science Goal

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

Florida Education Priorities

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

Science Statement

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

Needs Assessment

Twenty-seven percent of fifth grade students scored at Level Three or above. While this represents a fourteen percentage point growth from the previous year, our students are still below the District and State averages. Our students scored consistently with three of the strands, but need additional emphasis in Earth and Space Science. More time in the science lab is needed to facilitate improvement in these areas.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points, from 28 percent to 53 percent, on the 2008 FCAT Science Assessment as compared to the 2007 administration of the FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement District Science Pacing Guide and Science Scope and Sequence to support Scott Foresman Science Series.	Principal, Assistant Principal, Science Coach, Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Maintain student Science journals focusing on vocabulary development, scientific, exploration, and results of scientific investigations.	Principal, Assistant Principal, Science Coach, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Schedule on-site and off-campus enrichment activities to reinforce science skills.	Principal, Assistant Principal, Science Coach, Classroom Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Supplement classroom instruction with 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	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Assign and utilize 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	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
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)	8/20/07	6/5/08	District-wide Literacy Plan	0
Conduct a grant workshop to enable teachers to develop strategies necessary for scientific inquiry.	Principal, Assistant Principal, Science Coach, Classroom Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Invite parents to an evening workshop focusing on Scientific Method, Science Fair, and Technology issues.	Principal, Assistant Principal, Science Coach, Classroom Teachers, Parents	11/7/07	11/8/07	Seamless PreK-12 Curriculum	0

Research-Based Programs

Scott Foresman Science Series
FOSS Kits

Professional Development

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

Evaluation

2008 FCAT Science Assessment
FCAT Simulation Assessment

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement 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 870 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 2006-2007 indicate that Crestview’s parents rate the school between a A- and a B+.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 school year to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/23/07	10/12/07	Seamless PreK-12 Curriculum	0
Emphasize public relations/community outreach that will make parents more aware of opportunities for participation.	Principal, Assistant Principal, CIS	8/20/07	6/5/08	Improve Public Perception	0
Encourage Dade Partners to provide incentives to family members who participate in specific Crestview activities.	Principal, Assistant Principal, CIS, Dade Partners	8/20/07	6/5/08	Improve Public Perception	0
Establish and implement a long-range schedule for parent workshops.	Principal, Assistant Principal, Community Involvement, Specialist	8/20/07	6/5/08	Improve Public Perception	0
Coordinate partnership of administration, PTA, and Dade Partners under the overall umbrella of EESAC.	Principal, Assistant Principal, CIS	8/20/07	6/5/08	Improve Public Perception	0
Schedule Career Day to include all community stakeholders (parents, Dade Partners, etc.).	Principal, Assistant Principal, Community Involvement Specialist, Dade Partners, Parents	8/20/07	6/5/08	Improve Public Perception	0
Conduct workshops presented by The Parent Academy.	Principal, Assistant Principal, Community Involvement Specialist, The Parent Academy	8/20/07	6/5/08	Parental Choice Options	0

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

Parent and community hourly logs

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety 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. In addition, student behavior in classrooms directly impacts the learning environment. Just as learning does not occur when students are absent, learning cannot take place when the conduct in the classroom is not conducive to learning. For optimum learning to occur, Crestview must have programs in place that minimize the number of suspensions (indoor and outdoor) tardies, absences, and optimizes the classroom environment for learning.

Measurable Objective

Given emphasis on a safe and orderly environment, student behavior will be maintained as evidenced by a decrease in the number of teacher written referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide counseling services to students who demonstrate at-risk behavior.	Principal, Assistant Principal, Classroom Teachers, Counselor	8/20/07	6/5/08	Safe and High-quality Facilities	0
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, Counselor	8/20/07	6/5/08	Safe and High-quality Facilities	0
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, Counselor	8/20/07	6/5/08	Safe and High-quality Facilities	0
Implement the new Student Code of Conduct and discuss with students to address safety and behavioral concerns.	Principal, Assistant Principal, Counselor, Teachers	8/20/07	6/5/08	Safe and High-quality Facilities	0
Provide opportunities for students to participate in bullying/anger management counseling for the purpose of addressing and evaluating strategies to reduce the number of suspensions.	Principal, Assistant Principal, Counselor, School Psychologist	8/20/07	6/5/08	Safe and High-quality Facilities	0
Increase the number of school-wide Safety Patrol.	Principal, Assistant Principal, Safety Patrol Liaison	8/20/07	6/5/08	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Classroom Management Techniques

Evaluation

A reduced number of teacher written referrals

Technology Goal

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

Florida Education Priorities

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

Technology 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 2007-2008, 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 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor integration of technology into classroom curriculum.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
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	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide additional instruction in the use of e-mail on a daily basis.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Utilize the Intranet to enable all teachers to track student progress.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0

Research-Based Programs

Reading Plus
Lexia
CEI

Professional Development

Reading Plus
Atomic Learning
Accelerated Reader
Successmaker
Daily e-mail and Intranet use
CEI
LEXIA

Evaluation

Increased percentages for the number of faculty who are comfortable with the use of technology according to the pre-test and post-test survey.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness 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 perform 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 otherwise might. Assessment data obtained from the 2006-2007 FITNESSGRAM indicates that 36 percent 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 36 percent to 39 when comparing data from 2006-2007 with 2007-2008 data.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide appropriate daily instructional time that is dedicated to fitness related activities.	Principal, Assistant Principal, Physical Education Coaches	8/20/07	6/5/08	Healthcare & Healthy Choices	0
Utilize FITNESSGRAM to administer a pre-test that will provide baseline data necessary for evaluation of student progress.	Principal, Assistant Principal, Physical Education Coaches	9/11/07	3/27/08	Healthcare & Healthy Choices	0
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, Physical Education Coaches	8/20/07	6/5/08	Healthcare & Healthy Choices	0
Invite parents to participate in quarterly National Lunch Awareness programs.	Principal, Assistant Principal, Community Involvement Specialist, Cafeteria Manager	9/11/07	4/25/08	Healthcare & Healthy Choices	0
Provide a quarterly newsletter to parents including tips for keeping their children healthy.	Principal, Assistant Principal, Counselor, Community Involvement Specialist	8/20/07	6/5/08	Healthcare & Healthy Choices	0

Research-Based Programs

FITNESSGRAM

Professional Development

Not Applicable

Evaluation

2006-2007 FITNESSGRAM pre- and post-tests

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Crestview Elementary students in grades three through 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. It has been documented that students are more likely to succeed when given opportunities to be involved in extra-curricular activities and activities designed to enhance their education.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the before-school Chess Club open to all grade levels.	Principal, Assistant Principal, Classroom Teacher	9/25/07	6/5/08	Academic Enrichment Opportunities	0
Implement the Art-Technology program for fifth graders into the Art Curriculum.	Principal, Assistant Principal, Art Teacher, Fifth Grade Teachers	10/18/07	6/5/08	Academic Enrichment Opportunities	0
Implement a thematic research project/activity using Educational Portal: Hispanic Heritage, Black History, Women's History.	Principal, Assistant Principal, Special Area Teachers, Classroom Teacher	8/20/07	6/5/08	Academic Enrichment Opportunities	0
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	9/25/07	6/5/08	Academic Enrichment Opportunities	0
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 Specialist, Classroom Teachers, Parents, Dade Partners, KAPOW	4/7/08	6/5/08	Improve Public Perception	0

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

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Crestview Elementary School will rank at or above the 50th percentile statewide on the State of Florida Return on Investment 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 Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/07	6/5/08	Safe and High-quality Facilities	0
Collaborate with regional center/district on resource allocation.	Principal, Assistant Principal, Regional Center Personnel, District Personnel	8/20/07	6/5/08	Continuous Improvement Model	0
Review the allocation of existing resources or the taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, Community Resources	8/20/07	6/5/08	Business Process Redesign	0
Utilize shared use of facilities and/or partnering with community agencies.	Principal, Assistant Principal, Community Resources	8/20/07	6/5/08	Safe and High-quality Facilities	0

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"/>	<p><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></p>

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, incentives for student achievement in academics, behavior and attendance, and tutorial programs.

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.

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:



School Improvement Plan 2007-2008



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
Reading	60000
Mathematics	17000
Writing	11000
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	88000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent