FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: CRESTVIEW ELEMENTARY SCHOOL

District Name: Dade

Principal: Melissa M. Mesa

SAC Chair: Yolanda West

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 08-18-2009

VISION and MISSION STATEMENTS

Vision Statement
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 Statement
The mission of Crestview Elementary School, The Center for Discovery Through Science, is to foster academic excellence through the improvement of scientific thinking skills, hands-on project-based learning, and accompanying 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 also be safe and secure. We encourage a collaborative partnership of community, school and home.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Crestview Elementary was built in 1957 and is located on 6.73 acres in the City of Miami Gardens at 2201 NW 187th Street. While the original building was constructed in 1957, Crestview has two new state of the art buildings. The first one was completed in the 1990s and houses the media center, primary students, science lab, and the art room. The second modular building was completed in 2004 and houses students in grades three through four. Current renovation projects presently underway include roof replacement, painting, and small landscaping / beautification projects.

Unique School Strengths for Next Year

Crestview Elementary has been a Writing Magnet School for as long as veteran teachers/staff can remember. Decades ago, before the advent of FCAT Writing, writing was chosen as Crestview's Magnet in order to place emphasis on a student need, which at that moment in time (1980s) was not being met. Writing has now become a part of daily instruction across the curriculum throughout every school in the state. Therefore, as the needs of our ever evolving global economy change, Crestview has begun to make a paradigm shift in the way we prepare our elementary students. In order to be competitive in the business world that our students will enter in 2020, it has become clear that our focus should be on providing a more rigorous curriculum focusing on science and scientific thinking skills. Therefore, this past school year was one of transition, that of phasing out the Writing Magnet and phasing in a new Science Magnet- The Center for Discovery Through Science. Although we will continue to provide our students high level writing instruction across the curriculum, the 2009-2010 school year will be the official launch of the Science Magnet. To date, we have already embarked on curriculum mapping, set-up a state of the art science lab, have two computer labs that will support and enhance the learning of science, and have developed a schedule for providing additional professional development in mathematics and science for all teachers in grades Kindergarten through grade five.

In addition to the overhaul of the magnet program, Crestview offers the Extended Foreign Language program in grades one through five, self-contained gifted classes in grades one through five, Teaching Enrichment Activities to Minorities (TEAM) classes in grades one through five, and various after school activities for students at all academic levels and interests.

Successful curricular initiatives in the 2008-2009 school year raised Crestview's letter grade from a C to a B. We will therefore begin the 2009-2010 school year approximately 15 points from a letter grade of an A; a very achievable goal to work toward this coming school year. This success has not only raised the moral of the Crestview family, but has inspired the faculty and students to return in August with a renewed sense of pride and accomplishment for what can be done when best practices

are implemented with fidelity and committed individuals work to together toward a common goal.

Crestview Elementary has also secured a $200,000 Partnership to Advance School Success (PASS) Grant which will be used toward the purchase of materials that will enhance curricular initiatives. These include the purchase of materials to supplement instruction in mathematics and reading, additional SMART Boards and printers for classrooms, additional books and Accelerated Reader Quizzes for the Media Center, and AV equipment needed in the production studio. Materials have also been ordered to expose students to the fine arts. For example, advanced graphic technology has been ordered for the Art Club, and violins, violas, and cellos have been ordered to start Crestview's first String Ensemble.

Unique School Weaknesses for Next Year

One main issue of concern that challenges the learning environment at Crestview is the influx of student transfers through the No Child Left Behind Act (NCLB). The great majority of these students transfer to Crestview in second through fifth grade with very low literacy skills that compromise the remaining core subjects. It is always a challenge to quickly make up years of academic deficit by providing intervention strategies which must simultaneously remediate and accelerate learning by the March administration of the FCAT or SAT-10.
Secondly, based on student data, another ongoing challenge is continuing to make Adequate Yearly Progress (AYP) with our Students With Disabilities (SWD) subgroup. In past years, we have always achieved AYP targets; however, it has been accomplished with a low margin of error. Given the increase in target percentiles for Reading (from 58% to 72%) and Mathematics (from 62% to 74%), the goal will be more difficult to achieve.

Lastly, budget cuts for the coming school year have necessitated Crestview to surplus two classroom teachers and two hourly teachers. We will also have significantly less money to pay teachers for the after school tutorial program. The loss of two classroom teachers will increase the class numbers for two different grade levels, loss of the hourly teachers will impact the quality and quantity of pull out reading intervention sessions, and less money to run the after school tutoring program translates into less students having the opportunity to participate. Our after school tutorial program usually provides services to, at minimum, the lowest 40 percent. Next year's budget will require us to only service the lowest 25 percent.

Student Demographics

Crestview Elementary serves a student population of 842 students. Ninety-eight percent are black and two percent are Hispanic. Economically disadvantaged students account for 75 percent of the population. Additionally, 7 percent of students are SWD, less than one percent are English Language Learners (ELL), and 11 percent are classified as Gifted. Crestview Elementary continues to be a school-wide Title I School. Results on sub-group data is still pending from the state.

Student Attendance Rates

The student body attendance rate at Crestview continues to increase steadily from 97.07 in 2006-2007 to 97.58 in 2007-2008 to 97.66 in 2008-2009. Crestview student attendance rates traditionally exceed the district's attendance average of 95 percent the state attendance average of 94 percent.

Student Mobility

The student mobility rate at Crestview Elementary remains relatively low at 17 percent. Parents in the community are pleased with the services we provide students and do whatever possible to have their child remain at the school. Crestview services students who live mostly within the surrounding neighborhood of single-family homes. There are also a number of students who live out of area, but attend the school under our Science Magnet Program, receive Out-of-Area Region transfers, or come in as transfers under the No Child Left Behind (NCLB) Act.

Student Suspension Rates

The administration at Crestview was under a state of transition for the past two years. Therefore, student suspension rates this school year increased in order to stabilize the increased incidents of fighting. In 2008-2009 there were 15 Outdoor Suspensions and 13 Indoor Suspensions and in 2007-2008 there was 1 Outdoor Suspension and 0 Indoor Suspensions. In order to address this concern, administration, faculty, staff, and security personnel have increasingly been more visible throughout the day, particularly before class, in the cafeteria, and during after-school dismissal. A school-wide discipline plan was also designed to establish uniform classroom management techniques to be implemented. These involve rewarding good behavior and establishing consequences for unacceptable behavior as outlined in the District's Code of Student Conduct.

Student Retention Rates

Student Retention Rates have decreased steadily in the past three years, from 5.5 percent in 2006-2007, to 3.3 percent in 2007-2008 to 3.1 percent in 2008-2009. This is due primarily to additional emphasis on early literacy skills and immediate reading remediation at the first sign of weakness.

Class Size

The average class size in general education classrooms is 17.18 in Grades Pre-Kindergarten to Grade 3 and 21.31 in Grades 4 through 5. The average class size in inclusion classrooms is 21, the average class size in Trainable Mentally Handicapped classrooms is 8, and the average class size in self-contained Gifted classes is 27.

Academic Performance of Feeder Pattern

Crestview Elementary is located in the City of Miami Gardens and is part of the Miami Norland Feeder Pattern. The Norland Feeder Pattern contains eight elementary schools. Three of these are "A" rated schools, two are "B" rated schools, one is a "C" rated school, and two are "D" rated schools. Three of the eight have made AYP and five of the eight have not.

Norland Feeder Pattern Elementary Schools feed into three middle schools; Norland Middle, Parkway Middle, and Andover Middle. This was Andover Middle's first school year since being built, therefore, no formal achievement data is available. The remaining two middle schools are both "C" rated schools that have not met AYP targets. All Norland Feeder Pattern Middle Schools feed into Miami Norland Senior High School, an F rated school who also has not met AYP.

Partnerships and Grants

Crestview Elementary has secured a $203,500 worth of grant money in 2008-2009; A partnership between Crestview and United Auto Insurance Group resulted in a $200,000 grant from the Council for Educational Change. Other grants include a $2500 City of Miami Gardens Beautification Grant, a $500 Miami Dolphins Grant and a $1000 Alliance for a Healthier Generation Grant. All grant money secured will be used to support action steps outlined in the School Improvement Plan.

Crestview Elementary also collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Adequate Yearly Progress (AYP) Trend Data

Florida Comprehensive Assessment Test (FCAT) Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Melissa M. Mesa	Degrees BA from Rutgers University. Major-Communication MS from Barry University. Major-Elementary Education. Certifications Elementary Education (1-6), Educational Leadership	1	6	Principal at Crestview 2008-2009 Grade – B / AYP- No High Standards Reading- 62%, High Standards Math- 72%, High Standards Writing- 88%, High Standards Science- 40%, Learning Gains Reading- 62%, Learning Gains Math- 61%, Learning Gains of Lowest 25% in Reading- 66%, Learning Gains of Lowest 25% in Math- 55%. Details of AYP status are forthcoming. Assistant Principal at South Pointe Elementary 2007-2008 Grade – A / AYP- Yes High Standards Reading- 84%, High Standards Math- 892%, High Standards Writing- 95%, High Standards Science- 64%, Learning Gains Reading- 73%, Learning Gains Math- 75%, Learning Gains of Lowest 25% in Reading- 57%, Learning Gains of Lowest 25% in Math- 74% . All AYP subgroup targets exceeded. 2006-2007 Grade – A / AYP- Yes High Standards Reading- 83%, High Standards Math- 82%, High Standards Writing- 95%, High Standards Science- 76%, Learning Gains Reading- 79%, Learning Gains Math- 68%, Learning Gains of Lowest 25% in Reading- 57%, Learning Gains of Lowest 25% in Math- 69% . All AYP subgroup targets exceeded. 2005-2006 Grade – A / AYP- Yes High Standards Reading- 81%, High Standards Math- 82%, High Standards Writing- 95%, Learning Gains Reading-

Position	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years	Prior Performance Record *
					55%, Learning Gains Math- 65%, Learning Gains of Lowest 25% in Reading- 55%. All AYP subgroup targets exceeded. Assistant Principal at John I. Smith Elementary 2004-2005 Grade – A / AYP- Yes High Standards Reading- 91%, High Standards Math- 89%, High Standards Writing- 91%, Learning Gains Reading- 80%, Learning Gains Math- 78%, Learning Gains of Lowest 25% in Reading- 85%. All AYP subgroup targets exceeded.
Assis Principal	Potria Burch	Degrees BS from University of Central Florida- Major- Elementary Education MS from Nova Southeastern University- Major- Elementary Education. Certifications Elementary Ed (1-6), ESOL, Educational Leadership	5	6	Assistant Principal at Crestview 2008-2009 Grade – B / AYP- No High Standards Reading- 62%, High Standards Math- 72%, High Standards Writing- 88%, High Standards Science- 40%, Learning Gains Reading- 62%, Learning Gains Math- 61%, Learning Gains of Lowest 25% in Reading- 66%, Learning Gains of Lowest 25% in Math- 55%. Details of AYP status are forthcoming. 2007-2008 Grade – C / AYP- Yes High Standards Reading- 67%, High Standards Math- 68%, High Standards Writing- 81%, High Standards Science- 26%, Learning Gains Reading- 62%, Learning Gains Math- 64%, Learning Gains of Lowest 25% in Reading- 58%, Learning Gains of Lowest 25% in Math- 64% . All AYP subgroup targets exceeded. 2006-2007 Grade – C / AYP- Yes High Standards Reading- 70%, High Standards Math- 63%, High Standards Writing- 82%, High Standards Science- 28%, Learning Gains Reading- 65%, Learning Gains Math- 58%, Learning Gains of Lowest 25% in Reading- 61%, Learning Gains of Lowest 25% in Math- 59% . All AYP subgroup targets exceeded. 2005-2006 Grade – A / AYP- Yes High Standards Reading- 77%, High Standards Math- 68%, High Standards Writing- 90%, Learning Gains Reading- 67%, Learning Gains Math- 69%, Learning Gains of Lowest 25% in Reading- 61%. All AYP subgroup targets exceeded. 2004-2005 Grade – A / AYP- Yes High Standards Reading- 72%, High Standards Math- 61%, High Standards Writing- 83%, Learning Gains Reading- 68%, Learning Gains Math- 70%, Learning Gains of Lowest 25% in Reading- 63%. All AYP subgroup targets exceeded.

Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Alicia Jones	Degrees BA from University of Florida- Major- Sociology MS from Nova Southeastern University- Major- Elementary Education. Certifications Elementary Education (1-6), Educational Leadership	5	2	2008-2009 Grade – B / AYP- No High Standards Reading- 62%, High Standards Math- 72%, High Standards Writing- 88%, High Standards Science- 40%, Learning Gains Reading- 62%, Learning Gains Math- 61%, Learning Gains of Lowest 25% in Reading- 66%, Learning Gains of Lowest 25% in Math- 55%. Details of AYP status are forthcoming. 2007-2008 Grade – C / AYP- Yes High Standards Reading- 67%, High Standards Math- 68%, High Standards Writing- 81%, High Standards Science- 26%, Learning Gains Reading- 62%, Learning Gains Math- 64%, Learning Gains of Lowest 25% in Reading- 58%, Learning Gains of Lowest 25% in Math- 64% . All AYP subgroup targets exceeded.

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Conduct a three-Day In-House Professional Development targeted to beginning teachers on Best Practices in Core Curriculum, Classroom Management, District Initiatives, etc.	Principal Assistant Principal	August 2009	
2. Assign a Mentor Teacher to Beginning Teachers.	Principal Assistant Principal	August 2009	
3. Target, mentor and groom high performing student interns to assume permanent positions after graduation.	Principal Assistant Principal	June 2010	
4. Implement various teacher appreciation activities throughout the school year to recognize and reward exemplary work.	Principal Assistant Principal	June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Jennifer Darbeau	Elem Education, Administration & Supervision	Kindergarten	Ms. Darbeau is planning on taking courses in Early Childhood in order to become Highly Qualified.
Odny Pierre	Elementary Education	Grade 2	Mr. Pierre is finishing his courses in ESOL in order to become Highly Qualified.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
60	3.33	43.33	26.67	26.67	35	91.84	0	1.67	41.67

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

Crestview Elementary School will use Title I funds to purchase two additional classroom teachers and one full-time Community Involvement Specialist (CIS). Money has also been set aside to continue to hire an hourly teacher to be used to provide professional development and classroom follow-up with teachers and to assist with reading intervention groups.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school
focusing on Professional Learning Community (PLC) development and facilitation, as well as
Lesson Study Group implementation and protocols

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate a series of lessons delivered by the school resource officer, field trips, and community service projects and activities.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District
Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks,
follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Involvement Program Description
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
School Improve Grant Fund / School Improvement Grant Initiative
The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and

instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district-wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Assistant Principal: Assists the principal with activities listed above.
Reading Coach: Provides professional development and classroom follow-up on best practices in Reading/LA, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data.
Magnet Lead Teacher- Coordinates Science Magnet curriculum and activities.
Science Lead Teacher- Provides science professional development and spearheads curriculum planning/mapping in science.
Media Specialist- Oversees school-wide activities that promote literacy.
Counselor- Oversees school SPED Department to ensure the SWD subgroup population demonstrates continuous progress as delineated in their IEP while working toward achievement of goals based on the Sunshine State Standards.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI team meets once per week to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on all school initiatives. All aspects of school operations are discussed including budgetary matters which may impact student achievement. School safety issues are also reviewed and plans are developed accordingly and carried forth. Agendas and sign-in sheets are kept weekly.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

Upon conducting a thorough analysis of year-end data by subject and content cluster, a needs assessment is developed. The RtI Leadership Team then reviews all strategies/action steps associated with each objective. The team recommends possible deletions of strategies that were not successful, recommends new strategies, and fine-tunes existing strategies to maximize efficiency and effectiveness.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Assessments include the use of District Baseline Assessments in Reading, Writing, Mathematics and Science. Progress Monitoring Data include the use of FAIR, a minimum of two District Interim Assessments, and Weekly Benchmark Assessments. Summative Data include the FCAT and CELLA. All data will be used to schedule and escalate services as needed.

Describe the plan to train staff on RtI.

Substitute days will be provided at the beginning of the school year for grade levels to participate in in-house professional development on RtI. Updates will be provided monthly during grade level meetings with administration. Schedules are also developed for ongoing classroom follow up to all RtI PD which is conducted by the Reading Coach and members of the RtI Leadership Team.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Reading
Scores on the 2009 FCAT Reading Assessment indicate that 66 percent of the students in grades three through five have scored at or above FCAT Level 3, a one percentage point decrease from the 2008 administration. Sixty-four percent of the students demonstrated acceptable learning gains in reading, a two percentage point increase from the 2008 administration. In addition, 60 percent of the students scoring in the Lowest 25 Percent made acceptable learning gains in reading, a two percentage point increase from the 2008 administration.

Grade level breakdowns indicate that 67 percent of grade three students, 62 percent of grade four students, and 57 percent of grade five students scored at or above a Level 3 in Reading; a four percentage point increase in grade three, a 14 percentage point increase in grade four, and a four percentage point increase in grade five.

Close examination of cluster trends indicate that all grade levels scored highest in Reference / Research (within the 67-75 percent range) and lowest in Main Idea/Purpose (within the 57-67 percent range). All grade levels demonstrated increase in proficiency in all clusters except in Main Idea/Purpose, where there was a decrease of one percentage point in grade three, four percentage points in grade four, and five percentage points in grade five.

Math
Scores on the 2009 FCAT Mathematics Assessment indicate that 71 percent of the students in grades three through five have scored at or above FCAT Level 3, a three percentage point increase from the 2008 administration. Sixty-three percent of the students demonstrated acceptable learning gains in mathematics, a one percentage point decrease from the 2008 administration. In addition, 62 percent of the students scoring in the Lowest 25 Percent made acceptable learning gains in mathematics, a two percentage point decrease from the 2008 administration.

Grade level breakdowns indicate that 84 percent of grade three students, 64 percent of grade four students, and 51 percent of grade five students scored at or above a Level 3 in Mathematics; a 12 percentage point increase in grade three, a nine percentage point decrease in grade four, and a one percentage point increase in grade five.

Close examination of cluster trends indicate that grade three scored highest in Data Analysis (86 percent) and lowest in Measurement (63 percent), grade four scored highest in Geometry and Data Analysis (71 percent) and lowest in Algebraic Thinking (57 percent), and grade 5 scored highest in Number Sense (62 percent) and lowest in Data Analysis (50 percent). All grade levels maintained or increased their percentage in each cluster. Grade three maintained their percentage in all cluster areas except Data Analysis for which there was an increase of nine percentage points. Grade four maintained their percentage in all cluster areas except in Geometry for which there was an increase of 14 percentage points. Grade five maintained their percentage in all cluster areas except Number Sense and Measurement for which there was an increase of 16 and 10 percentage points, respectfully.

Science
Scores on the 2009 FCAT Science Assessment indicate that 41 percent of the students in grade five scored at or above FCAT Achievement Level 3, a 15 percentage point increase over last year's score.

Close examination of cluster trends indicate that grades five scored highest in Life/Environmental Science with 62 percent and lowest in Earth/Space Science and Scientific Thinking with 54 percent. All clusters showed an increase over last year's scores, with an eight percentage point increase in Physical/Chemical Science, a four percentage point increase in Earth/Space Science, an eight percentage point increase in Life/Environmental Science and a four percentage point increase in Scientific Thinking.

Writing
Scores on the 2009 FCAT Writing Assessment indicate that 88 percent of grade four students met the state standard in writing, a seven percentage point increase over the 2008 administration. Students scored a combined mean prompt score of 3.9, one-tenth of a percentage point increase over the 2008 administration. Student's also scored an Expository prompt mean score of 4.0, a three-tenth of a percentage point increase over the 2008 administration and a Narrative prompt mean score of 3.7, two-tenths of a percentage point decrease over the 2008 administration

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Instructional Focus Calendars (IFCs) are developed over the summer based on District Pacing Guides. Materials to support implementation of the IFC are shared to facilitate lesson planning. A weekly benchmark assessment program consisting of pre and post tests are designed to assess mastery of skills outlined in the IFC. Assessment scores are recorded in class benchmark assessment rosters. Benchmark assessment rosters/results are used as the basis for differentiated instruction lessons and intervention groups. The after school tutorial program also follows the IFC. IFCs are revised throughout the year as needed.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea/Purpose was the least proficient strand and will be given priority focus.

Math: Measurement (Grade 3), Algebraic Thinking (Grade 4), and Data Analysis (Grade 5) were the least proficient strands and will be given priority focus.

Science: Earth/Space and Scientific Thinking were the least proficient strands and will be given priority focus.

Writing: Narrative Writing and Supporting Detail in Expository Writing were the least proficient areas that will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Homeroom classes based on student needs were developed while maintaining clusters of students participating in specialized programs such as Gifted, EFL, TEAM, and SPED Inclusion. Additional individual student needs are met by conducting reading intervention groups, differentiated instruction, and guided reading.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Authentic real world applications to learning is embedded into the curriculum through project-based activities. Additionally, all students participate in Career Day to expose students to possible future vocations and professions. Crestview Elementary closely partners with neighboring United Auto Insurance Group. Plans are currently underway to conduct fieldtrips to their plant in order for students to experience the link between concepts learned in the classroom and its application at the work site.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Many after school clubs, such as Hands-On Science, Literature Club, Art Club, Chorus, and a String Ensemble are offered to students with specialized interests. An emphasis upon articulation with the feeder pattern middle schools, along with promoting secondary magnet school programs, also assist students in making informed choices as they transition to the secondary level.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level instructional delivery and lesson plans are aligned across grade levels, as they stem from District Pacing Guides and Instructional Focus Calendars. All grade levels also have common planning time to facilitate collaboration, articulation, analysis of data, and student work samples.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed and delivered based on District Pacing Guides and Instructional Focus Calendars.

How will instructional focus lessons be revised and monitored?

As teachers analyze student data and work samples, instructional focus lessons may be revised as needed. Student mastery of instructional focus lessons will be monitored through the use of weekly benchmark assessment results.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Ongoing formative assessments will include FAIR, Interim Assessments, and weekly benchmark assessments in Reading, Mathematics, and Science.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Through data chats at grade level meetings and RtI Leadership Team meetings, students not reaching mastery will be identified. Intervention strategies to address at-risk areas will be implemented through classroom differentiated instruction and small-group flexible grouping.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Crestview's benchmark assessment program for all grade levels is designed around the Instructional Focus Calendar.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The RtI Leadership Team meets weekly to review progress monitoring data. Grade levels meet with administration monthly to review progress monitoring data. Based on results of student mastery, IFCs are adjusted accordingly.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team meet once per week to analyze summative data, progress monitoring data, benchmark assessment data and make instructional decisions based on this data as appropriate. Leadership Team members also conduct professional development sessions that pertain to their subject area. During FCAT Crunch time, all Leadership Team Members conduct small group pull-out tutorials with students who need last minute assistance.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The core instructional materials revolve around state adopted textbooks. Supplemental resources include technology programs such as Reading Plus, SuccessMaker, Ticket to Read, Lexia, FCAT Explorer, Acaletics, and Gizmos. Voyager is the intensive reading intervention used for pull-out and push-in reading services for at-risk students.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Built into the master schedule is time for all students to participate in the supplemental resources outlined above. Intensive instruction/intervention, however, is implemented using a small group pull-out or push-in intervention model

How does the school identify staff's professional development needs to improve their instructional strategies?

The same way student data is used to gauge student needs does a teacher's classroom data indicate their professional development needs. Particularly, analysis of individual content clusters.

Which students will be targeted for supplemental and intensive instruction/interventions?

All students will participate in some form of supplemental instruction. At minimum, students scoring in the lowest 25% in Reading and Mathematics, as well as students scoring in the High Risk range on FAIR will be targeted for intensive intervention.

How will the effectiveness of the interventions be measured throughout the year?

Effectiveness of interventions will be measured through results of progress monitoring data such as benchmark assessments, FAIR, and District Interim Assessments.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Crestview Elementary has a number of programs tailored to provide enrichment for students consistently meeting benchmark targets. These programs include self-contained Gifted, Extended Foreign Language (EFL), and Teaching Enrichment to Minorities (TEAM) classes. After school enrichment programs include the Academic Excellence Program (AEP), Literature Club, and Chess Club.

Describe how students are identified for enrichment strategies.

All students consistently meeting grade level benchmark targets are invited to participate in one of the three self-contained

accelerated classroom programs and after-school enrichment clubs.

Teacher Mentoring Program

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
The Principal and Professional Development Liaison (PDL) will be trained prior to the opening of the 2009-2010 school year and again in the Fall during the Professional Development Day October 19, 2009. This training will include the variety of ways to organize a PLC.	Returning and new PDL's will receive training in order to train multiple teams of PLC Leaders. Teams will be comprised of Administrators, Department Heads, and/or subject area specialists.	Once the focus and group dynamics of the PLC have been determined, the PDL will propose a course and a session that is customized for the specific PLC.	Once the focus and group dynamics of the PLC have been determined, the PDL will propose a course and a session that is customized for the specific PLC. The session is where the meeting dates, location and times are submitted for approval.	The PDL will be offered training in Lesson Study prior to the opening of school and again in the Fall of 2009. Previous trainings have included Book Study, tuning Protocol and Examining Work. New PDL's will receive additional training in these topics so they may prepare their school sites for these protocols.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
  No Attached Notification of (School in Need of Improvement) SINI Status

- Public School Choice with Transportation (CWT) Notification
  No Attached Public School Choice with Transportation (CWT) Notification

- Notification of (School in Need of Improvement) SINI Status
  No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four-year old children.
Crestview Elementary has one Voluntary Prekindergarten class. Because Crestview Elementary is a Title I School, students who are on a Free/Reduced Lunch qualify to attend this program free of charge. Staff assists preschool children in making the transition into our elementary school program through the implementation of a Pre-School Transition Plan. Included in the Pre-School Transition Plan are the following:
Assessment: By the third week of school, the prekindergarten teacher will administer the district generated Oral Language Proficiency Scale-Revised (OLPS-R) Test to all students who were identified as needing to be assessed for language proficiency. In addition, The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment will be administered three times during the school year to measure the child's progress on a set of preschool skills that are critical for later school success including letter recognition, beginning sounds, oral counting and number identification. Individual anecdotes will be used for daily planning and stored on the individual child's Key Experiences Notes (KEN) form each day. The KEN provides observations in six main categories: Initiative, Social relations, Creative Representation, Movement and Music, Language and Literacy, and Mathematics and Science. Based on these anecdotes, teachers plan their daily lessons and report the child's progress to the parent/guardian at a formal Parent Conference three times during the year. Data from these assessments will be reviewed and disaggregated to determine each student's acquisition of specific skills and knowledge. The teacher will plan and consistently provide explicit instruction and implicit support to promote children's learning and progress and to prepare the student for kindergarten.
Curriculum: The prekindergarten program of Miami-Dade County Public Schools utilizes the High/Scope Educational Approach for Preschoolers as the overall framework. The High/Scope Key Experiences and the Florida VPK Standards form the expectations for learning and guide the planning for the day. It is a cognitively-oriented curriculum in which children have the opportunities to make decisions, initiate activities, solve problems, develop a positive sense of self, and practice critical and creative thinking. In addition to the High Scope curriculum the Houghton Mifflin Harcourt Pre-K curriculum is implemented. Students are exposed to educational experiences that prepare them for their entrance into elementary school. The Waterford Math and Science program provides software and support materials to broaden children's exposure to targeted math and science concepts.
Communication: Parent's whose children are enrolled in the VPK class receive a weekly newsletter provided by the Houghton Mifflin curriculum which provides information on the various themes being covered throughout the year. Parents meet with the teacher three times during the school year to discuss the student's progress. Additionally parents receive the school's monthly Calendar informing them of upcoming events. These parents also receive reminders for upcoming events via the Connect-Ed telephone message system.

Feeder Schools: The Community Involvement Specialist visits with feeder schools in order to set appointments for them to visit our Kindergarten classrooms for the purpose of observation, articulation, and curriculum planning/delivery.

All Pre-K students are tested at the end of the school year in the areas of Reading and Mathematics in order to measure and evaluate individual student growth and to assess quality and effectiveness of the Pre-K curriculum implemented throughout the school year.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Scores on the 2009 FCAT Reading Assessment indicate that 66 percent of the students in Grades 3-5 have scored at or above FCAT Achievement Level 3, a one percentage point decrease from the 2008 administration.		Given instruction using the Sunshine State Standards, a minimum of 72 percent of students in Grades 3-5 will score a Level 3 or higher on the 2010 administration of the FCAT Reading Assessment.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement the Florida Continuous Improvement Model (FCIM) in order to support and maintain increased student achievement in Reading.	Principal

Reading Coach | Instructional Focus Calendar

Agenda/Minutes from Data Chat Meetings

Differentiated Instruction Group Lists and Lesson Plans

Tutoring / Enrichment Group Lists and Attendance Rosters | FAIR

Results of formative assessments |
| 2 | Implement reciprocal teaching strategies, guided reading, and differentiated instruction on a daily basis in order to enhance reading comprehension skills. | Principal

Reading Coach | Classroom walkthroughs, observations, and Lesson Plans | Classroom walkthrough log |
| 3 | Administer benchmark assessments throughout the year and post | Principal

Reading Coach | Reading Benchmark Assessment Class Roster

Differentiated Instruction group lists and lesson plans | Results of Benchmark Assessments. |

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction on the Sunshine State Standards, a minimum of 72 percent of students in Grades 3-5 will score a Level 3 or higher on the 2010 administration of the FCAT Reading Assessment.	Unwrapping the Reading Benchmarks	Reading Coach

Hourly Curriculum Support Specialist (CSS) | September 2009 | Reading Coach and Hourly CSS will conduct PD follow up training through scheduled classroom visitations, lesson modeling, and coteaching. | Principal Assistant Principal |
| Given instruction on the Sunshine State Standards, a minimum of 72 percent of students in Grades 3-5 will score a Level 3 or higher on the 2010 administration of the FCAT Reading Assessment. | FAIR Training | Reading Coach

Hourly Curriculum Support Specialist (CSS) | September 2009 | Reading Coach and Hourly CSS will conduct PD follow up training through scheduled classroom visitations, lesson modeling, and coteaching. | Principal Assistant Principal |
| | | Reading | | | |

| Given instruction on the Sunshine State Standards, a minimum of 72 percent of students in Grades 3-5 will score a Level 3 or higher on the 2010 administration of the FCAT Reading Assessment. | Voyager Training | Coach

Hourly Curriculum Support Specialist (CSS) | September 2009 | Reading Coach and Hourly CSS will conduct PD follow up training through scheduled classroom visitations, lesson modeling, and coteaching. | Principal

Assistant Principal |

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Supplementary Phonics Program for Kindergarten and Grade 1 students.	PASS Grant Funds	$3,700.00
		Total: $3,700.00
Technology		
Description of Resources	Funding Source	Available Amount
Reading Plus	Title I	$3,500.00
		Total: $3,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Hourly CSS	Title I	$18,000.00
Hourly Teacher	Title I	$9,000.00
Sub Coverage for Teachers to attend PD	School Funds	$4,600.00
		Total: $31,600.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $38,800.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Scores on the 2009 FCAT Mathematics Assessment indicate that 71 percent of the students in Grades 3-5 have scored at or above FCAT Achievement Level 3, a three percentage point increase from the 2008 administration.		Given instruction using the Sunshine State Standards, a minimum of 74 percent of students in Grades 3-5 will score a Level 3 or higher on the 2010 administration of the FCAT Mathematics Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement the Florida Continuous Improvement Model (FCIM) in order to	Principal Assistant Principal	Instructional Focus Calendar	Results from formative assessments

	support and maintain increased student achievement in Reading.		Agenda/Minutes from Data Chat Meetings Differentiated Instruction Group Lists and Lesson Plans Tutoring / Enrichment Group Lists and Attendance Rosters	
2	Implement Acaletics Mathematics as a supplement to the core curriculum in order to maximize time needed to cover all tested benchmarks.	Principal Assistant Principal	Classroom walkthroughs, observations, and Lesson Plans	EduSoft Reports Results from weekly benchmark assessments.
3	Administer weekly pre and post benchmark assessments in order to determine level of mastery and/or need for additional small group differentiated instruction on specific skills.	Principal Assistant Principal	Mathematics Benchmark Assessment Class Roster Differentiated Instruction group lists and lesson plans	Grade 3-5 Benchmark data chart located in principal's office.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Scores on the 2009 FCAT Mathematics Assessment indicate that 64 percent of Economically Disadvantaged students in Grades 3-5 have scored at or above FCAT Achievement Level 3, a one percentage point increase from the 2008 administration.		Given instruction using the Sunshine State Standards, a minimum of 74 percent of Economically Disadvantaged students in Grades 3-5 will score a Level 3 or higher on the 2010 administration of the FCAT Mathematics Test.	

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide before and after-school tutorial services for students in grades three through five scoring at Levels 1-2 a minimum of three times per week .	Principal Assistant Principal	Tutoring Walkthroughs Examination of student work Student attendance rosters	Results of Benchmark Assessments
2	Conduct monthly data chats in order to monitor the progress of Economically Disadvantaged students scoring at Levels 1-2.	Principal Assistant Principal	Meeting Agendas, Sign-in Sheets, Minutes Classroom Data Binders	Results of Benchmark Assessments and Progress Test Custom Group Reports
3	Provide students daily opportunities to engage in authentic problem solving / critical thinking activities that involve oral/written communication of problem solving procedures.	Principal Assistant Principal	Classroom Walkthrough Logs Lesson Plans	Results of Benchmark Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, a minimum of 74 percent of students in Grades 3-5 will score a Level 3 or higher on the 2010 administration of the FCAT Mathematics Test.	Acaletics Mathematics	Acaletics Trainer	August 2009	Classroom Observations and Lesson Modeling	Principal Assistant Principal
Given instruction using the Sunshine State Standards, a minimum of 74 percent of students in Grades 3-5 will score a Level 3 or higher on the 2010 administration of the FCAT Mathematics Test.	Summer Promise Institute for Mathematics	Professor George Kafkoulis	June 2009	Classroom Observations and Lesson Modeling	Principal Assistant Principal Mathematics Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Acaletics Mathematics	PASS Grant Funds	$35,000.00
		Total: $35,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Sub Coverage for Teachers to attend PD	School Funds	$4,600.00
		Total: $4,600.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $39,600.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Scores on the 2009 FCAT Science indicate that 41 percent of students in Grade 5 have scored at or above FCAT Achievement Level 3, a 15 percentage point increase from the 2008 administration.		Given instruction using the Sunshine State Standards, a minimum of 50 percent of students in Grade 5 will score a Level 3 or higher on the 2010 administration of the FCAT Science Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Departmentalize in grade five in order to maximize instruction and teacher expertise in Science.	Principal Science Lead Teacher Magnet Lead Teacher	Classroom Walkthrough Logs Lesson Plans	Results of Benchmark Assessments
2	Implement inquiry-based learning and the scientific process within lessons to ensure learners are participating in authentic project-based activities that emphasize scientific thinking.	Principal Science Lead Teacher Magnet Lead Teacher	Classroom Walkthrough Logs Lesson Plans Classroom displays of project-based activities	Rubrics used for student written and oral presentations on project-based activities.
3	Develop cross-curricular lesson plans that tie in weekly science benchmark skills across the curriculum.	Principal Science Lead Teacher Magnet Lead Teacher Reading Coach Media Specialist	Classroom Walkthrough Logs Lesson Plans	Results of Benchmark Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

Given instruction using the Sunshine State Standards, a minimum of 50 percent of students in Grade 5 will score a Level 3 or higher on the 2010 administration of the FCAT Science Test.	Summer Promise Institute for Science	FIU	June 2009	Classroom Observations and Lesson Modeling	Principal Magnet Lead Teacher Science Lead Teacher
Given instruction using the Sunshine State Standards, a minimum of 50 percent of students in Grade 5 will score a Level 3 or higher on the 2010 administration of the FCAT Science Test.	Scientific Method Science Pacing Guide and Correlated Activities Across the Curriculum Unwrapping the Benchmarks in Science	Science Lead Teacher and Magnet Lead Teacher	September 2009	Classroom Observations and Lesson Modeling	Principal Magnet Lead Teacher Science Lead Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science Resource Binders for Teachers	Magnet Funds	$400.00
		Total: $400.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Sub Coverage for Teachers to attend PD	School Funds	$4,600.00
		Total: $4,600.00
Other		
Description of Resources	Funding Source	Available Amount
Lab Coats for Teachers	PASS Grant Funds	$2,200.00
		Total: $2,200.00
		Final Total: $7,200.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Scores on the 2009 FCAT Writing test indicate that 88 percent of students in Grade 4 have scored at or above a 3.5, a 7 percentage point increase from the 2008 administration.		Given instruction using the Sunshine State Standards, a minimum of 90 percent of students in Grade 4 will score a 4.0 or higher on the 2010 administration of the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement effective writing strategies such as Magnified Moments, Vivid Verbs, Sentence Extension, Writing Pictures, Show-Not-Tell, and Magic Words.	Principal Reading Coach Hourly CSS	Classroom walkthrough logs Grade level meetings for the purpose of analyzing student work	Results of weekly practice writing prompts and year-en posttest.
2	Provide small group pull out instruction for grade four students scoring in the 0-3.0 range on practice prompts.	Principal Reading Coach Hourly CSS	Individual Student Conferencing / Feedback	Results of weekly practice writing prompts and year-en posttest.
3	Develop and utilize a plan	Principal	Classroom walkthrough logs	Results of weekly practice

			writing prompts and year-
for writing in the content areas in order to further reinforce and apply writing skills across the curriculum.	Reading Coach Hourly CSS	Grade level meetings for the purpose of analyzing student work	en posttest.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, a minimum of 90 percent of students in Grade 4 will score a 4.0 or higher on the 2010 administration of the FCAT Writing Test.	Effective Writing Strategies	Hourly CSS	September 2009	Weekly Classroom Observations , Lesson Modeling as needed, and monthly grade level meetings to analyze student work	Principal Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Sub Coverage for Teachers to attend PD	School Funds	$4,600.00
		Total: $4,600.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $4,600.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Results of the 2008-2009 parent volunteer data base indicate that 483 parents participated in the school's registered parent volunteer program, an increase of 60 parent volunteers from the previous year.			Given increased emphasis on parental and community involvement, the school will increase the number of registered parent volunteers by a minimum of 10 percent, from 483 to 531.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Organize a Parent Volunteer Drive to motivate parent participation and facilitate the application process.	Principal Community Involvement Specialist	Connect-Ed Messages, Flyers, Master Calendar sent home to parents and Marquee	Number of completed Parent Volunteer Applications

2	Plan and deliver monthly workshops to empower parents with the skills needed to assist their child, as well as teachers and students in the classroom.	Principal Community Involvement Specialist Reading Coach Science Lead Teacher Magnet Lead Teacher	Connect-Ed Messages, Flyers, Master Calendar sent home to parents and Marquee	Agendas/Sign-in Sheets
3	Provide and maintain an active parent resource center in order for parents to have access to materials and resources that assist with literacy, mathematics, and science initiatives.	Principal Community Involvement Specialist	Parent Resource Center Inventory List, flyers sent home to parents promoting the availability of the Parent Resource Center	Parent Resource Center Activity Log

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent contacts.		The school will increase the number of parent contacts by 1 percent by June 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Offer meetings before or after school.	Principal	Review parent telephone logs.	Parent Attendance sign-in sheets
2	Use the Connect-Ed Messaging System.	Principal	Collect participation data	Title I Administration Parental Involvement Monthly Report
3	Maintain parental telephone logs and activity reports.	Principal Community Involvement Specialist	Tally parental involvement Monthly School and Activity Reports.	Title I Administration Parental Involvement Monthly Activities Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
The school will increase the number of parent contacts by 1 percent by June 2010.	Title I in Action: A Practitioners Perspective!	District Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year	Effectiveness will be determined by the completion of parent surveys.	Selected school staff indentified by the Principal: Office of Community Services and the office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00

Total: $0.00

Final Total: $0.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
Reading	Supplementary Phonics Program for Kindergarten and Grade 1 students.	PASS Grant Funds	$3,700.00
Mathematics	Acaletics Mathematics	PASS Grant Funds	$35,000.00
Science	Science Resource Binders for Teachers	Magnet Funds	$400.00
			Total: $39,100.00

Technology

Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	Title I	$3,500.00
			Total: $3,500.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	Hourly CSS	Title I	$18,000.00
Reading	Hourly Teacher	Title I	$9,000.00
Reading	Sub Coverage for Teachers to attend PD	School Funds	$4,600.00
Mathematics	Sub Coverage for Teachers to attend PD	School Funds	$4,600.00
Writing	Sub Coverage for Teachers to attend PD	School Funds	$4,600.00
Science	Sub Coverage for Teachers to attend PD	School Funds	$4,600.00
			Total: $45,400.00

Other

Goal	Description of Resources	Funding Source	Available Amount
Science	Lab Coats for Teachers	PASS Grant Funds	$2,200.00
			Total: $2,200.00
			Final Total: $90,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j□ Intervene   j□ Correct II   j□ Prevent II   j□ Correct I   j□ Prevent I   j NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT incentives for students	5000

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) has an important function for the success of Crestview Elementary School.
The SAC is instrumental with its assistance in providing suggestions and feedback throughout the development of the SIP, reviewing progress monitoring data of SIP goals, providing monies to purchase incentive items for students, reviewing school

needs in the area of personnel, assisting in the fostering of community partnerships that enhance curricular initiatives, and in making recommendations that enhance school safety and discipline.

SAC Members

Members

1) 2. Melissa Mesa,   Principal

2) 1. Yolanda West,   SAC Chair

3) 20. Alexus Wilson,   Student

4) 21. Khailah Wilson,   Student

5) 5. Tonisha Davila,   Teacher

6) 6. Maria Goyen,   Teacher

7) 7. Sharon Benjamin,   Teacher

8) 8. Alicia Jones,   Teacher

9) 9. Shemona James,   Teacher

10) 22. Mina Mandel,   Business Member

11) 12. Dwayne Jones,   Parent

12) 13. Sentrina Walker,   Parent

13) 14. Doneal Ford,   Parent

14) 15. Vicky Fairweather,   Parent

15) 16. Tracy Surin,   Parent

16) 17. Michelle Davis,   Parent

17) 18. Pam Addison,   Parent

18) 19. Kevin Willis,   Parent

19) 10. Earlene Stringer,   School Support Personnel

20) 11. Karen Pantin,   School Support Personnel

21) 4. Diane Dority,   Union Steward

22) 3. Potria Burch-Oliver,   Assistant Principal

AYP DATA

Number of students enrolled in the grades tested:

Read: 450 Math: 450 | 2008-2009 School Grade[1]: B

Did the School make Adequate Yearly Progress? **NO**

| Click here to see Number of students in each group |

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).

This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).

This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?				Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N		2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL[4]	100	Y	100	Y	63	N	68	Y	92		Y			NA		37	37	N	35	32	NA	70	Y	69	NA
WHITE		NA		NA		NA		NA			NA			NA				NA			NA				
BLACK	100	Y	100	Y	62	N	68	Y	91		Y			NA		37	38	N	35	32	NA	70	Y	69	NA
HISPANIC		NA		NA		NA		NA			NA			NA				NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA				NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA				NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	N	64	N	90		Y			NA		39	39	N	37	36	N	69	Y	67	N
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA				NA			NA				
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA			NA				NA			NA				

Number of students enrolled in the grades tested:

Read: 430 Math: 430 | 2007-2008 School Grade[1]: C

Did the School make Adequate Yearly Progress? **YES**

| Click here to see Number of students in each group |

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).

This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).

This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?				Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N		2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL[4]	100	Y	100	Y	63	Y	65	Y		92	Y			NA		33	37	NA	40	35	NA	61	NA	62	NA
WHITE		NA		NA		NA		NA			NA			NA				NA			NA				
BLACK	100	Y	100	Y	63	Y	65	Y		91	Y			NA		33	37	NA	40	35	NA	61	NA	63	NA
HISPANIC		NA		NA		NA		NA			NA			NA				NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA				NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA				NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	Y	63	Y		90	Y			NA		36	39	NA	41	37	NA	62	NA	61	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA				NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA				NA			NA				

Number of students enrolled in the grades tested:

Read: 425 Math: 425 | 2006-2007 School Grade[1]: C

Did the School make Adequate Yearly Progress? **YES**

| Click here to see Number of students in each group |

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).

This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).

This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?				Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N		2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL[4]	100	Y	100	Y	67	Y	60	Y			Y			NA		30	33	NA	36	40	NA	64	NA	60	NA
WHITE		NA		NA		NA		NA			NA			NA				NA			NA				
BLACK	100	Y	100	Y	67	Y	60	Y			Y			NA		31	32	NA	36	40	NA	64	NA	59	NA
HISPANIC		NA		NA		NA		NA			NA			NA				NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA				NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA				NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	Y	59	Y	94		Y			NA		34	37	NA	40	41	NA	64	NA	58	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA				NA			NA				
STUDENTS WITH DISABILITIES	99	Y	97	Y		NA		NA			NA			NA				NA			NA				

SCHOOL GRADE DATA

Dade School District
CRESTVIEW ELEMENTARY SCHOOL
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	71%	88%	41%	266	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	63%			127	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	62% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
CRESTVIEW ELEMENTARY SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	68%	81%	26%	242	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	64%			126	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	64% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					490	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District
CRESTVIEW ELEMENTARY SCHOOL
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	63%	82%	28%	243	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	58%			123	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	59% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					486	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested