2013-2014 SCHOOL IMPROVEMENT PLAN

Crestview Elementary School

2201 NW 187TH ST

Opa Locka, FL 33056

305-624-1495

http://cvwe.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	90%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	100%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
C	D	C	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Crestview Elementary School

Principal
Sabrina Montilla J

School Advisory Council chair
Nicole Reid

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sabrina Montilla	Principal
Maria Kerr	Assistant Principal
Matilda Ysidro	Media Specialist
Michelle Chaidez	Reading Coach
Andrea Hernandez	Math Coach
Lori Ann Caraccia	Science Coach

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1,
UTD steward – 1,
Teachers – 5,
Parents – 6,
Educational Support - 2,
Student – 1,
BCR – 2,
Student -1,
Alternate Education Support-1

Involvement of the SAC in the development of the SIP

The SAC meets to discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented. The SAC reviews the school's improvement plan and annual budget.

Activities of the SAC for the upcoming school year

The SAC will participate regularly in SAC meetings and:
-discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented.
-review and approve the SIP.
– become knowledgeable about the personnel and material resources of the school and community and the school's educational program.
—— serve as a communications link between the SAC, the community, and the school.
– participate in activities aimed at obtaining parent and community support and assistance for school related programs.

Projected use of school improvement funds, including the amount allocated to each project

SAC school improvement funds will be used to enrich exemplar text selections and build the Media Center collection. $500.00 will be used for Exemplar Text, $500 will be used to build the Media Center Collection.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Sabrina Montilla J		
Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	ELEM ED, ESOL, SCHOOL PRINCIPAL, ED LEADERSHIP	
Performance Record	2013 – D School Grade Rdg. Proficiency, 50% Math Proficiency, 48% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 68points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 58 points Rdg. AMO –50 Math AMO–48 2012 – C School Grade Rdg. Proficiency, 51% Math Proficiency, 47% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –51 Math AMO–47 '11 '10 '09 School Grade C C A AMO Reading 69 N/A N/A HS Reading 69 89 86 HS Math 71 86 87 AMO Math 71 N/A N/A HS Writing 74 95 97 AMO Writing 74 N/A N/A HS Science 33 61 60 AMO Science 33 N/A N/A LG Reading 59 77 77 LG Math 59 67 78 25% LG Read. 45 75 75 25% LG Math 52 64 71	

Maria Kerr		
Asst Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	ELEM ED, ESOL, ED LEADERSHIP
Performance Record	2013 – D School Grade Rdg. Proficiency, 50% Math Proficiency, 48% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 68points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 58 points Rdg. AMO –50 Math AMO–48 2012 – B School Grade Rdg. Proficiency, 81% Math Proficiency, 79% Rdg. Lrg. Gains, 56 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 56 points Rdg. AMO –81 Math AMO–79 '11 '10 '09 School Grade A B A AMO Reading 79 N/A N/A HS Reading 69 70 79 AMO Math 77 N/A N/A HS Math 71 77 71 AMO Writing 93 N/A N/A HS Writing 74 88 91 HS Science 33 64 71 AMO Science 52 N/A N/A LG Reading 59 66 71 LG Math 59 60 79 25% LG Reading 45 63 55 25% LG Math 52 63 76

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lori-Ann Caraccia		
Full-time / School-based	Years as Coach: 0	Years at Current School: 8

Areas	Science
Credentials	Bachelor of Science Gifted Certification
Performance Record	2013 – D School Grade HS Science 31 2012 – C School Grade HS Science 38 '11 '10 '09 School Grade C C A HS Science 33 61 60 AMO Science 33 N/A N/A

Andrea Hernandez		
Full-time / School-based	Years as Coach: 7	Years at Current School: 0

Areas	Mathematics
Credentials	Bachelor of Science Elementary Educations ESOL Endorsed
Performance Record	2013 – D School Grade Math Proficiency, 54% Math Lrg. Gains, 61points Math Imp. of Lowest 25% - 51 points Math AMO–54 2012 – C School Grade Math Proficiency, 47% Math Lrg. Gains, 58 points Math Imp. of Lowest 25% - 49points Math AMO–47 '11 '10 '09 School Grade C C C Math Proficiency, 73 66 66 Math Lrg. Gains, 58 63 69 Math Imp. of Lowest 25%, 70 67 65

Michelle Chaidez		
Full-time / School-based	Years as Coach: 2	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Bachelor of Science Elementary ED ESOL Endorsement Master ED Leadership
Performance Record	2013 – A School Grade Rdg. Proficiency, 59% Rdg. Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 76 points Rdg. AMO –59 2012 – A School Grade Rdg. Proficiency, 54% Rdg. Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 84 points Rdg. AMO –54 '11 '10 '09 08 School Grade A A A High Standards Reading 69 74 74 Learning Gains-Reading 68 69 54 Lowest 25%-Reading 68 65 73

Classroom Teachers

# of classroom teachers
32

 # receiving effective rating or higher
32, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
32, 100%

 # ESOL endorsed
28, 88%

 # reading endorsed
4, 13%

 # with advanced degrees
, 0%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
7, 22%

 # with 6-14 years of experience
14, 44%

 # with 15 or more years of experience
11, 34%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal and assistant principal will:
- Communicate with human resources to identify personnel highly qualified to fill needed positions.
- Maintain a student centered learning environment that is safe, organized, and collaborative.
- Facilitate continuous professional development.
- Facilitate teacher autonomy and build leadership capacity.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The school leadership will provide:
- structured guidance for all new personnel and personnel new to a grade level.subject area.
- paired mentors to support with the daily school organization and procedures.
- ongoing professional growth.
- collaboration sessions to plan and prepare for instruction.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Upon conducting a thorough analysis of year-end data by subject and reporting category, instructional priorities are identified. The MTSS/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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is properly implementing interventions, conducts assessment effectiveness 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, and provides intervention to small groups of students in Reading and Writing.
Math and Science Coach: Provides professional development and classroom follow-up on best practices in Math/Science, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data, and provides intervention to small groups of students in Math and Science.
Media Specialist - Oversees school-wide activities that promote literacy. Provides intervention to small groups of students in Reading and Science.
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. Also provides intervention to small groups of students in Reading and Mathematics.
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 each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement. Agendas and sign-in sheets are kept weekly.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team meets monthly to analyze summative data, progress monitoring data, benchmark data, and to make decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement. Agendas and sign in sheets are utilized and stored in the Principal's Office.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic
• FAIR assessment (Broad Screening, Progress Monitoring
• Targeted Diagnostic Indicators, Broad
• Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures

- Voyager Checkpoints
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- FCAT
- Student grades
- Teacher Made Assessments
- School site specific assessments
Behavior
- Student Case Management System
- Detentions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Alternative To Suspension Plan

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

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.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 7

The school technology lab will be utilized in the a.m. before school and in the p.m. after school to facilitate student engagement using Reading Plus, SuccessMaker, and other technology resources to assist with student academic achievement.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is pulled weekly and monitored by classroom teachers. Teachers meet with students and conduct data reviewed to monitor student participation, growth, and achievement. Data is also reviewed with the leadership team monthly as part of the collaborative process.

Who is responsible for monitoring implementation of this strategy?

The reading coach is the primary person responsible for the implementation of Reading Plus and assisting teachers with monitoring the data.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sabrina Montilla	Principal
Maria Kerr	Assistant Principal
Michelle Chaidez	Reading Coach
Matilda Ysidro	Media Specilialist
Lourdes Evagelinos	Counselor

How the school-based LLT functions

Principal: Provides a common vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT 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, and assists with benchmark assessments and progress monitoring data. Provides intervention to small groups of students in Reading and Writing.
Media Specialist - Oversees school-wide activities that promote literacy. Provides intervention to small groups of students in Reading.
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 in Reading/LA. Provides intervention to small groups of students in Reading. The LLT 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 literacy-based initiatives and interventions. Professional development needs and outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in order for teachers to have guided practice on new instructional skills acquired.

Major initiatives of the LLT

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in reading/language arts (and related core subject areas). Examples include: Revamping the school's weekly benchmark assessment program to correlate with the NGSSS and Common Core Standards, providing PD to teachers, developing an intervention schedule in Reading and Writing, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Crestview Elementary School implements the following strategies in order to assist with the pre-school transition to kindergarten:
- Administer a screening assessment to determine readiness prior to the start of the school year (June - Aug.).
- Conduct a kindergarten orientation meeting for parents and students (August).
- Promote Week of the Young Child (June).

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	50%	No	65%
American Indian				
Asian				
Black/African American	62%	50%	No	66%
Hispanic	42%	31%	No	48%
White				
English language learners				
Students with disabilities	50%	43%	No	55%
Economically disadvantaged	59%	48%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	25%	37%
Students scoring at or above Achievement Level 4	59	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	69%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	28	42%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	48%	No	65%
American Indian				
Asian				
Black/African American	61%	47%	No	65%
Hispanic	75%	69%	No	78%
White				
English language learners				
Students with disabilities	53%	33%	No	58%
Economically disadvantaged	61%	45%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	48%	41%
Students scoring at or above Achievement Level 4	47	18%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		19%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	14%	19%
Students scoring at or above Achievement Level 4	14	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	2	2%	3%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	21	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	23	5%	4%
Students who are not proficient in reading by third grade	54	59%	53%
Students who receive two or more behavior referrals	126	25%	24%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See the Crestview Elementary School Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Pk-5 Teachers will implement effective teaching instruction aligned to the standards.

Goals Detail

G1. Pk-5 Teachers will implement effective teaching instruction aligned to the standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Curriculum Coaches

- ETO Curriculum Specialist

- Common Planning Schedule

- Technology Integrated Programs

- McGraw Hill Supplemental Resources

- Go Math Supplemental Resources

- School-Wide Professional Development Plan

Targeted Barriers to Achieving the Goal

- Teachers need to provide quality, meaningful, and data driven instruction based on individual student needs.

- Teachers need to address individual student deficiencies based on multiple data points.

- Teachers need opportunities to collaborate and plan for differentiated instruction using of data to determine primary and secondary benchmarks.

- Teachers need opportunities to develop and build a repertoire of effective teaching strategies and best practices.

- Teachers need to provide opportunities for students to respond through analytic writing.

Plan to Monitor Progress Toward the Goal

Use of effective teaching, implementation of DI and data driven instruction, and understanding the depth and range of the Standards

Person or Persons Responsible
Administrative Team and Coaches

Target Dates or Schedule:
Weekly and Monthly

Evidence of Completion:
Student Performance Data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Pk-5 Teachers will implement effective teaching instruction aligned to the standards.

G1.B1 Teachers need to provide quality, meaningful, and data driven instruction based on individual student needs.

G1.B1.S1 Plan and implement Professional Development on the use of effective teaching strategies and alignment of the Standards

Action Step 1

Design and facilitate ongoing PD to assist faculty in the use of effective teaching and understanding the depth and range of the Standards

Person or Persons Responsible

Curriculum Support and Curriculum Coaches

Target Dates or Schedule

Provide PD during Weekly Collaboration, School-wide PD Calendar Monthly, During Classroom Instructional Blocks

Evidence of Completion

Student Data: Weekly Assessments, BMA, IA, and District Assessments

Facilitator:

CS and CC

Participants:

PK-5 Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Design and facilitate ongoing PD to assist faculty in the use of effective teaching and understanding the depth and range of the Standards

Person or Persons Responsible

Administrative Team, Curriculum Coaches

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Classroom Visits, Student Data, Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Design and facilitate ongoing PD to assist faculty in the use of effective teaching and understanding the depth and range of the Standards

Person or Persons Responsible

Administrative Team and Curriculum Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Classroom Visits, Student Data, Lesson Plans

G1.B2 Teachers need to address individual student deficiencies based on multiple data points.

G1.B2.S1 Provide data chats with teachers individually and collaboratively to align effective teaching and differentiated instruction with student needs

Action Step 1

Design and facilitate ongoing assessments and schedule data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on student needs

Person or Persons Responsible

Administrative Team and Curriculum Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Use of DI during the instructional blocks, Student Performance Data, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1

The use of ongoing assessments and scheduled data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on student needs

Person or Persons Responsible

Administrative Team and Curriculum Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Use of DI during the instructional blocks, Student Performance Data on Weekly and IA/BMAs, Lesson Plans

Plan to Monitor Effectiveness of G1.B2.S1

Use of ongoing assessments and scheduled data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on student needs

Person or Persons Responsible

Administrative Team and Curriculum Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Use of DI during the instructional blocks, Student Performance Data, and Lesson Plans

G1.B3 Teachers need opportunities to collaborate and plan for differentiated instruction using of data to determine primary and secondary benchmarks.

G1.B3.S1 Provide data chats with teachers individually and collaboratively to align effective teaching and differentiated instruction with student needs

Action Step 1

Design and facilitate the use of ongoing assessments and scheduled data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on student needs.

Person or Persons Responsible

Administrative Team and Curriculum Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Use of DI during the instructional blocks, Student Performance Data, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1

The use of ongoing assessments and scheduled data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on student needs.

Person or Persons Responsible

Administrative Team and Curriculum Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Use of DI during the instructional blocks, Student Performance Data, Lesson Plans

Plan to Monitor Effectiveness of G1.B3.S1

The use of ongoing assessments and scheduled data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on student needs.

Person or Persons Responsible

Administrative Team and Curriculum Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Use of DI during the instructional blocks, Student Performance Data, Lesson Plans

G1.B4 Teachers need opportunities to develop and build a repertoire of effective teaching strategies and best practices.

G1.B4.S1 Design and facilitate ongoing support for teachers through the use of the coaching cycle and Professional Learning Communities (PLCs)

Action Step 1

Implement the coaching cycle and the use of PLCs for instructional staff based on faculty needs

Person or Persons Responsible

Curriculum Coaches

Target Dates or Schedule

Weekly during the instructional blocks and during collaborative planning

Evidence of Completion

Use of effective teaching strategies during the instructional blocks (i.e. Gradual Release, Collaborative Student Conversations,Differentiated Instruction and Depth of Knowledge), Student Performance Data, Rigorous Content Area Text and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1

The coaching cycle and the use of PLCs for instructional staff based on faculty needs

Person or Persons Responsible

Administrative Team and Curriculum Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Use of effective teaching strategies during the instructional blocks, Student Performance Data, Lesson Plans

Plan to Monitor Effectiveness of G1.B4.S1

The coaching cycle and the use of PLCs for instructional staff based on faculty needs

Person or Persons Responsible

Administrative Team and Curriculum Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Use of effective teaching strategies during the instructional blocks, Student Performance Data, Lesson Plans

G1.B5 Teachers need to provide opportunities for students to respond through analytic writing.

G1.B5.S1 Use of rigorous text, graphic organizers, and prompts in the instructional blocks

Action Step 1

Teachers will plan for and implement analytic writing in all instructional blocks

Person or Persons Responsible

Teachers

Target Dates or Schedule

During instructional blocks

Evidence of Completion

Student interactive journals, graphic organizers, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Classroom visits

Person or Persons Responsible

Administrative and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive journals, graphic organizers, lesson plans

Plan to Monitor Effectiveness of G1.B5.S1

Classroom visits

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive journals, graphic organizers, lesson plans

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I

Crestview Elementary School will use Title I funds to purchase one science coach and one para-professional to assist with Professional Development, intervention groups, and other literacy initiatives. 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 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 intervention 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 II

Miami-Dade County Public Schools 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

SAI

Crestview Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

Crestview 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) Crestview adheres to and implements the nutrition requirements stated in the District
Wellness Policy.
2) Crestview Elementary was recognized as a Silver Award by the Healthy School Alliance.
3) Nutrition education, as per state statute, is taught through physical education.
4) Crestview Elementary's 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

Crestview Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Crestview Elementary School will increase parent engagement/involvement through developing (with ongoing parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting.

Crestview Elementary School will 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. This impacts our goal to empower parents and build their capacity for involvement.

Health Connect in Our Schools

Other:

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department.
- HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Pk-5 Teachers will implement effective teaching instruction aligned to the standards.

G1.B1 Teachers need to provide quality, meaningful, and data driven instruction based on individual student needs.

G1.B1.S1 Plan and implement Professional Development on the use of effective teaching strategies and alignment of the Standards

PD Opportunity 1

Design and facilitate ongoing PD to assist faculty in the use of effective teaching and understanding the depth and range of the Standards

Facilitator

CS and CC

Participants

PK-5 Teachers

Target Dates or Schedule

Provide PD during Weekly Collaboration, School-wide PD Calendar Monthly, During Classroom Instructional Blocks

Evidence of Completion

Student Data: Weekly Assessments, BMA, IA, and District Assessments

Appendix 2: Budget to Support School Improvement Goals