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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6981 - Westview Middle School

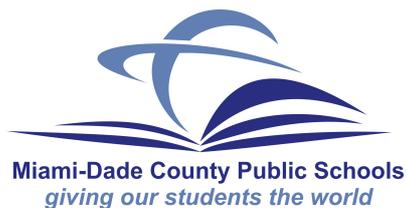
*FeederPattern:* Miami Central Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* LaVette Hunter

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Westview Middle School*

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Westview Middle School is located in an urban neighborhood in Miami-Dade County, Florida. The school is situated in a residential community. In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Westview Middle School will institute an instructional program with a strong focus on literacy from sixth to eighth grade. Based on the academic needs of our students, a structured curriculum will be delivered through instruction that is data driven. Westview Middle School is a D school, having 79% of students not reading at or above grade level, and 80% of our students not performing at or above grade level in mathematics, 22% of our students not meeting state standards in writing. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. The student population of 865 students is from diverse communities, which include North Miami, Opa-Locka, and unincorporated Miami-Dade County. A unique multicultural composition of various ethnic backgrounds makes our school climate a wholesome one. Our advanced academic program is comprised of a gifted language arts class for 6th – 8th grade students, advanced language arts classes for 6th – 8th grade students, advanced social studies classes for 7th – 8th graders, advanced science classes for 6th – 8th grade students, and one (1) geometry class for 8th grade students. Last school year, our administrative staff and teachers of the mathematics department revisited our advanced course offerings in mathematics, and realized the need to revamp our Pre-Algebra classes as advanced classes for 6th – 7th graders. Therefore, with a new placement exam and new curricular scope and sequence for Pre-Algebra, we will be able to offer Algebra 1 during the 2006-2007 school year.

Given instruction using the Sunshine State Standards, the percentage of total tested students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the

2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored in the lowest 25%ile, scoring at FCAT Achievement Level 3 or higher, will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored level 1, scoring at FCAT Achievement Level 3 or higher, will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of total tested students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored in the lowest 25%ile, scoring at FCAT Achievement Level 3 or higher, will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored level 1, scoring at FCAT Achievement Level 3 or higher, will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of eighth grade students scoring at 4.0 or higher will increase to 86 percent on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students will increase their science content knowledge and scientific thinking skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score on the 2006 FCAT Science Test.

Given the need to establish a link between the school, home and community, to support improved student achievement, the school will increase the number of parents participating in the parental involvement program during the 2005-2006 school year, as compared to the 2004-2005 school year, as documented by attendance rosters.

Using the Positive Behavior Support Program and utilize data to target critical discipline and safety issues; reduce the suspension rate by 10%; and reduce the number of student case management referrals by 10% as compared to the 2004-2005 school year.

Given instruction through the use of integrated learning systems to provide systemic, programmed instruction for teachers and students, all teachers and students will augment the usage of technology to improve reading skills, as evidenced by a 10 percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instructions using the Sunshine State Standards of Health and Physical Education, students will demonstrate a 22 percent increase in the number of students meeting standards on the FITNESSGRAM assessment during the Spring 2006 administration, as compared to the 2005 FITNESSGRAM results.

Each electives teacher will select and engage ten students to participate in the various competitions and showcases that will be offered at the school and district, during the 2005-2006 school year.

Westview Middle School will increase the number of students making learning gains in reading and mathematics to attain a ranking in the 25th percentile statewide in the ROI index of value and cost effectiveness of its programs.

After analyzing the results of the Organizational Performance Improvement Snapshot Assessment, the two areas that produced the lowest scores were Process Management and Business Results. The average score for these two areas was 3.9. When the staff was asked question 6a, "I can get all of the resources I need to do my job" the average score was 3.7. When staff answered question 7c, "I know how well my organization is doing financially", the average score was 3.4. In order to improve the staff's perception in these two areas and understanding that employee satisfaction and knowledge of these areas (which have some correlation) impacts students' performance, Westview Middle School will implement the following to improve the areas targeted throughout the school year: Ensure that time is available for weekly collaborative planning meetings, weekly curriculum committee meetings, weekly team meetings, departmental meetings and faculty meetings to improve and maintain communication throughout the school. The electronic mail system will also be utilized as a source of communication. This will ensure that all staff has the resources required to meet all students' needs.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

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

## CORE VALUES

### *Excellence*

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

### *Integrity*

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

### *Equity*

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

### *Citizenship*

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

## Westview Middle School

### VISION

At Westview Middle School, we envision our students to be achievers, stakeholders, drawing from an educational environment that is solid, and spiraling; whereas one grade level provides a catalyst for future academic success for the next grade level; having each building upon the other. We envision our faculty and staff to be competent, and motivational leaders of children and change, stakeholders, drawing from sound professional development and support, which enables them to impact student success. We envision our parents as active stakeholders, drawing from school-sponsored programs and projects that invite them to play an active role in helping us educate "our" children. Thus, creating a stimulating, professional learning community for all stakeholders involved.

### MISSION

The mission of Westview Middle School is to strive for academic excellence and the development of the whole child. We are committed to working with our students to improve their academic skills across the curriculum. We leave "no child behind," as we prepare our students to adequately meet the demands of the workplace, by bridging the gap between academic, vocational, and technological instruction. We set high expectations and standards of excellence in order for our students to be competitive in an ever-changing society.

## CORE VALUES

### Excellence

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

### Integrity

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

### Equity

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

### Citizenship

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

## *School Demographics*

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Westview Middle School is located in an urban neighborhood in Miami-Dade County, Florida. The school is situated in a residential community on approximately 20 acres of land. The school was built in 1956, and began renovation for the first time since it was constructed during the 1999-2000 school year. Currently, Westview Middle School has been remodeled and renovated to include a new state of the art media center, and an academic wing. The academic wing is comprised of two computer labs and four science classrooms, with complete science labs. The school was designed to accommodate 900 students. The campus is comprised of a two-story building consisting of three distinct wings and five relocatable classrooms. The school is fully air-conditioned, and has an impressive architectural design.

The student population is from diverse communities, which include North Miami, Opa-Locka, and unincorporated Miami-Dade County. A unique multicultural composition of various ethnic backgrounds makes our school climate a wholesome one. Our student population consists of 865 students. The ethnical, racial make up of the student population consists of 694 Black students; 157 Hispanic students; 5 White students; 726 Free and Reduced Lunch students; 85 Limited English Proficient (LEP) students; 4 multicultural students, and 177 Students with Disabilities (ESE). Faculty and staff demographics are: 30 male, 65 female, 76 Black, 12 Hispanic, and 4 White. 13 percent of our staff, represent beginning teachers. Thirty staff members hold a Master's degree, and 3 hold a PhD. or Specialist degree. The average years of experience on our staff is ten. Our neighboring community consists of many small businesses. We have two business partners, One Stop Vending Company and Nick's Studio. Both businesses have a vested interest in contributing to our school community.

During the 2001-2002 school year, Westview Middle School enhanced its academic curriculum with grant and district supported initiatives. Mathematics and science classes, on a regularly scheduled basis, use the Riverdeep Science and Mathematics lab. This lab was funded by the district office of Instructional Technology. The Comprehensive School Reform (CSR) grant afforded Westview Middle School the opportunity to purchase a wealth of curriculum materials for all of our core subject areas, including our ESE and LEP classes. This grant initiative was sustained for three school years. Westview Middle School adopted the Core Knowledge curriculum model through CSR funds. The Core Knowledge curriculum enabled teachers to develop an instructional focus of solid, sequenced topics in the subject areas of language arts, science, social studies, and art. After completion of the three year CSR grant initiative, we continue to implement specific sequences of the Core Knowledge sequence of curriculum topics. During the 2004-2005 school year, Westview Middle School will implement two new academic programs through grant funding, the inclusion model for ESE students and an all inclusive after school program. Additionally, we will revamp our technology program to add an advanced technologies computer education course. Implementation of the inclusion model, with collaboration among ESE and Basic Education teachers is currently being implemented in social studies and mathematics classes.

Grant funding of \$65,000 will support the All Stars After School Program. The after school program will consist of a two-hour extended learning day period, five days a week. Program components include: life skills, character education, health/nutrition, visual/performance arts, book club, recreation, chess and board games. Transportation will be provided to take students home. During the two-hour period, students will receive remedial assistance in reading and mathematics. Computer assisted instruction will be an integral part of this program, utilizing the Classworks integrated learning system, with a standards-based curriculum, and an educationally sound and carefully designed management system. Students are able to demonstrate performance through various assessments and mastery of objectives and standards. Much of the student success is guided and measured by essential program components such as student time on task and teacher involvement. Our technology department endeavors to revamp its curriculum to add an additional level to computer education classes. Student will matriculate through a technology track, to include completion of three levels of computer classes, by their eighth grade year. Through this collaborative effort with our feeder pattern high school, many of our students will be able to enter the Applied Technology Magnet Program at Miami Central Sr. High School.

# *School Foundation*

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## ***Leadership:***

Results of the Organizational Performance Improvement (OPIS) Snapshot Survey indicate a Leadership score of 4.1. The leadership team at Westview Middle School has set the direction in which the school is headed. All members share in the mission and vision of the school. By creating a positive working environment and involving the employees in the daily operation of the school, Westview Middle School will achieve success in reaching its goals.

## ***District Strategic Planning Alignment:***

Results of the OPIS indicate a Strategic Planning score of 3.9. The goals and objectives of Westview Middle School are based on the needs of the customer. By asking for input from more employees, and allowing the group to monitor progress, the success of the students will show positive gain.

## ***Stakeholder Engagement:***

Results of the OPIS indicate indicate a Stakeholder Engagement score of 4.2. With continuous collaboration and information sharing, the decision making process allows the stakeholders to be a part of the problem solving. All stakeholders have the ability to share in the needs and wants of their customers.

## ***Faculty & Staff:***

Results of the OPIS indicate a Faculty & Staff score of 4.0. Westview Middle School's goals are based on using the team approach. Small Learning Communities, Teams, Departments, and Leadership, all play a major role in meeting the needs of the customer. All teams rely on each other for support, information, and collaboration in meeting these needs. This approach is necessary for the overall function of the school.

## ***Data/Information/Knowledge Management:***

Results of the OPIS indicate a Data/Information/Knowledge Management score of 4.2. The faculty and staff of Westview Middle School have been given continuous professional development on the knowledge and ability to utilize data to monitor the progress of its employees and school functions. All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientations provided by the District. Professional Growth Teams will be developed to assist newly assigned teachers and beginning teachers with proven effective teaching strategies.

## ***Education Design:***

### Teacher Mentoring

Mentors will work closely with beginning teachers by providing supportive leadership and assistance. New teachers will meet twice a month after school for the first nine weeks, and will have one planning period per month to meet

with the coordinating administrator. Beginning the second nine weeks, new teachers will meet once a month after school, with the coordinating administrator, and a new teacher coordinator for the rest of the school year. During these meetings, new teachers will receive training on PACES, classroom management, best practices, technology integration, Professional Development Plans, electronic gradebook, ethics, school procedures, and other topics of interest and school relevance. Additionally, all new teachers will be offered the opportunity to participate in the Teacher Mentoring Project, sponsored by The EdFund, New Educators Support Team (NEST), and Alternate Placement 3 (AP3) programs. A timeline will be established by the Professional Growth Team on a continuous basis. This team will place emphasis on development and delivery of instruction through constant assessment, meeting the criteria of the PACES domains, and use of best practices. Collaborative planning time will be made available during professional development workshops, and team meetings to discuss and share best practices and instructional delivery techniques.

#### Extended Learning Opportunities

Westview Middle School utilizes the South Florida All Stars After School Program, which provides after school tutorial services Monday through Friday from August 2005 to May 2006 for all students, including all subgroups, seeking additional assistance in reading and mathematics. Information will be distributed to all parents for students who need to attend summer school. Students are provided the opportunity to utilize research-based programs below. Additionally, Westview Middle School is a School Improvement Zone school with an extended day consisting of an 8th period. During the 8th period, all students are involved in a variety of courses ranging from advanced science, advanced mathematics, advanced band, reading and mathematics tutorials, course recovery, and a wealth of courses for enrichment. Attendance for the afterschool program will be closely monitored through the use of attendance records. Constant communication with parents and teachers will foster a strong academic focus. Targeted students will participate in an extended day literacy program. Students will engage in a technology based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The programs will be Reading Plus Fluency program, by Taylor and Associates.

Classwork provides solutions based on scientific research, demonstrated to show increased student achievement with effective implementation. Classwork is funded by the South Florida All-Stars After School Program. PLATO is utilized by students who are enrolled in the middle school recovery course, and is supported by the U.S. Department of Education to determine the effectiveness of educational technology for learning reading and mathematics. PLATO has a forty year history of research.

Both programs provide an all inclusive management program that determines the effectiveness of the extended school program by an analysis of the formative/summative evaluation.

#### School Wide Improvement

Westview Middle School, as part of our instructional focus, will dedicate fifty minutes daily for the tutorial/enrichment program. Implementation of the 8-Step Continuous Improvement Model to support continuous improvement and academic achievement will be evident across the curriculum. Student assessments, and disaggregation of assessment data, will be utilized to determine strengths and weaknesses, in order to provide specific reading instruction to meet their needs. Utilization of an instructional focus calendar, curriculum maps, will indicate remediation and enrichment activities for students, respectively. Student progress will be monitored during instructional timelines, to ensure that students maintain the academic growth acquired. The Plan, Do, Study, Act cycle of the Continuous Improvement Model will be implemented in order to maintain academic achievement. Use of curriculum maps and instructional focus calendars across the curriculum will be implemented by all staff members efficiently and effectively. The Continuous Improvement Model can be used to evaluate ideas for improvement

quickly and easily based on existing methods, research, feedback, theory, review, such as practical ideas that have been proven to be effective. It uses simple measurements to monitor the effect of changes over time. It begins with small changes, which can build into larger improvements through successive cycles of change.

To provide an instructional focus, the instructional focus process will be conducted and monitored by Administrators, Reading Leader, Reading Coach, and Team Leaders. Professional Development workshops will be scheduled in correlation with our instructional focus. Throughout the school year, "FCAT CHATS" will be held with all students, to review and discuss their test scores, and set academic goals, in order for students to understand how they are progressing, and to become responsible for their own learning.

After school mathematics tutorials will be available to students needing remediation through the use of Classworks, an integrated learning system that is provided by the South Florida All Stars After School Program. Student progress in mathematics will be regulated with prescriptive remediation assigned during scheduled intervals. Glencoe Mathematics Concepts and Applications, another component of comprehensive professional training, will be utilized by all science and math teachers for consistent evaluations of student progress and timely prescriptions for individualized remediation. Math students at Levels I and II will be involved in extended day intensive training.

### ***Performance Results:***

Westview Middle School will 1) identify what change is needed to substantiate improvement and then plan the test of the needed change. 2) Put the plan into practice - test change by collecting the data. 3) Review and reflect. Complete the analysis of the data to determine if improvement has indeed been made, and 4) Make additional changes after determining what worked and what didn't work, and collect data again. This process will regularly assess students for intervention, remediation, and enrichment. Assessment data will be analyzed to prioritize areas where the students demonstrate the greatest weaknesses, and to organize student academic groups to increase tested benchmark performance.

Westview Middle School will participate in Action Research, a process by which our school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Increase reading performance of all NCLB populations in order to meet adequate yearly progress.

### ***Needs Assessment***

Due to the unavailability of 2005 test scores, the test scores for 2004 and the Benchmark Assessments were used in the development of the Needs Assessment.

FCAT 2004 student performance data indicates that, sixth graders attained 40 percent of correct responses in Words/Phrases. Sixth graders attained 47 percent of correct responses in Main Idea/Purpose. Sixth graders attained 50 percent of correct responses in Comparisons. Sixth graders attained 50 percent of correct responses in Reference/Research.

FCAT 2004 7th grade student performance data indicates a fluctuating trend of increases and decreases in the number of students demonstrating growth. However, seventh graders did not increase or decrease in attaining percentage points in Words/Phrases. Percentage point increases are shown in the clusters of Comparisons, Main Idea/Purpose, and Comparisons. Seventh graders attained 50 percent of correct responses in Words/Phrases. Seventh graders attained 50 percent of correct responses in Main Idea/Purpose. Seventh graders attained 58 percent of correct responses in Comparisons. Seventh graders attained 43 percent of correct responses in Reference/Research.

FCAT 2004 8th grade student performance data indicates a fluctuating trend of increases and decreases in the number of students demonstrating growth. Eighth graders attained 50 percent of correct responses in Words/Phrases. Eighth graders attained 46 percent of correct responses in Main Idea/Purpose. Eighth graders attained 55 percent of correct responses in Comparisons. Eighth graders attained 33 percent of correct responses in Reference/Research.

Students in all sub groups (Black, Hispanic, Free and Reduced Lunch, Limited English Proficiency, Students with Disabilities and White) did not attain the required specification, which is 31 percent of students at or above Level 3 on the 2004 FCAT Reading Test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of total tested students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored in the lowest 25%ile, scoring at FCAT Achievement Level 3 or higher, will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored level 1, scoring at FCAT Achievement Level 3 or higher, will increase to 44 percent or higher on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement additional reading technology integration through the use of the following research-based programs: Reading Plus Fluency software, Accelerated Reader, and Classworks.	Administrators  Reading Coaches  Media Specialist	8/1/05	5/19/06
Identify students who score at FCAT Achievement Levels 1 and 2, and schedule them in intensive reading classes to provide intense remediation and	Administrators  Teachers	8/1/05	5/19/06

<p>interventive reading skills instruction, according to their specific academic needs. Administer the Oral Fluency Probe (ORF) and Diagnostic (DAR) assessment to students reading at a third grade level on a quarterly basis, to assess reading progress, and provide remedial and enrichment instruction in areas needed.</p>	<p>Reading Coaches</p>		
<p>Implement CRISS strategies during instructional delivery and all learning tasks.</p>	<p>Administrators</p> <p>Teachers</p>	<p>8/1/05</p>	<p>5/19/06</p>
<p>Implement Florida's Middle Grades Rigorous Reading Requirement, which includes a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.</p>	<p>Administrators</p> <p>Teachers</p> <p>Counselors</p>	<p>8/1/05</p>	<p>5/26/06</p>
<p>Implement intervention programs during school and extended day tutorials for students reading at third grade or below using READ 180; for students reading at fourth grade to one grade level below their current grade level use READ XL.</p>	<p>Administrators</p> <p>Reading Coaches</p>	<p>8/1/05</p>	<p>5/19/06</p>
<p>Write quarterly benchmark-targeted curriculum maps and instructional focus calendars.</p>	<p>Administrators</p> <p>Teachers</p>	<p>8/1/05</p>	<p>5/19/06</p>
<p>Administer weekly, monthly, and interim assessments aligned to the Sunshine State Standards tested benchmarks, and use the Edusoft data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.</p>	<p>Administrators</p> <p>Teachers</p> <p>Reading Coaches</p>	<p>8/1/05</p>	<p>5/19/06</p>
<p>Implement the continuous improvement model by administering a diagnostic assessment to be used as a pre/progress/post assessment to track student performance, and provide differentiated remediation in the classroom, and during extended day tutorials.</p>	<p>Administrators</p> <p>Teachers</p>	<p>8/1/05</p>	<p>5/19/06</p>
<p>Employ school site reading coaches to coach, model lessons, and mentor classroom teachers to support the core literacy plan across the curriculum.</p>	<p>Administrators</p> <p>Reading Coaches</p>	<p>8/1/05</p>	<p>5/19/06</p>
<p>Utilize the resources of the media center to support instruction through planning and implementing</p>	<p>Administrators</p>	<p>8/1/2005</p>	<p>5/19/2006</p>

class projects, online activities, and reference and research initiatives.	Media Specialist		
Provide a paraprofessional to tutor Students with Disabilities in EH classes, who need additional assistance to improve mathematics skills.	Administrators Teachers	8/1/05	05/16/06
Provide a paraprofessional to tutor LEP students who need additional assistance to improve mathematics skills.	Administrators Teachers	8/1/2005	5/19/2006
Conduct IEP meetings at the appropriate time period to monitor the progress of Students with Disabilities performance in mathematics.	Administrators Teachers ESE Program Specialist	8/1/05	5/16/06
Enroll seventh and eighth grade students in mathematics course recovery, during the extended day period, if said students failed a 6th grade or 7th grade mathematics course during previous school years.	Administrators Teachers Counselors	8/1/05	5/16/06

## Research-Based Programs

In accordance with the Middle School Reform Act, all reading programs and initiatives have been research-based and proven to improve student achievement as follows: READ 180, Read XL, Project CRISS, PLATO, and Reading Plus Fluency program (Taylor and Associates).

## Professional Development

Using the School Improvement Zone organizational structure, professional development, and common planning will be provided to teachers and appropriate staff during early release days, and after school hours. Training will address such programs as READ 180, Read XL, Continuous Improvement Model, Reading Plus Fluency, PLATO, Oral Fluency Probe (ORF); Diagnostic Assessment of Reading Tool (DAR); Reading Coach and Reading Leader Meetings, Project CRISS, Curriculum Mapping, Data Analysis, and Classroom, Inc.

## Evaluation

Results of school-authored weekly, diagnostic, progress, and post assessments, District interim assessment, Oral Fluency Probe assessment (ORF), Diagnostic Assessment of Reading (DAR), READ 180 assessments, and 2006 FCAT Reading Test.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Increase mathematics performance of all NCLB populations in order to meet the required mastery level of District, State, and National Standards.

### **Needs Assessment**

Due to the unavailability of 2005 test scores, the test scores for 2004 and the Benchmark Assessments were used in the development of the Needs Assessment.

Results of the 2004 FCAT Mathematics test indicate that 18 percent of grade 8 students, 16 percent of grade 7 students, and 15 percent of grade 6 students tested, scored at or above Level 3. The data attained by SPAR (School Performance Accountability Results) indicate that 54 percent of the students made learning gains and 20 percent of students are at or above level 3, however the majority of students indicate a deficiency in mathematics. Students in all sub groups (Black, Hispanic, Free and Reduced Lunch, Limited English Proficiency, Students with Disabilities) did not attain the required specification, which is 38 percent of students at or above Level 3 on the 2004 FCAT Mathematics Test.

Sixth grade students scored highest on Strand A (Number Sense), Strand C (Geometry) and Strand E (Data Analysis), with a score of 44 percent on each. The greatest area of need was Strand B (Measurement) and Strand D (Algebraic Thinking) where our students only scored 22 percent on each of the strands. 6th grade data reveals a trend of increases in the number of students demonstrating growth. In 2004, sixth graders attained 44% of correct responses in Number Sense. A marginal 11 percentage point increase. Sixth graders attained 22% of correct responses in Measurement. There was no increase or decrease in growth. Sixth graders attained 44% of correct

responses in Measurement. Sixth graders attained 25% of correct responses in Algebraic Thinking. A fluctuation of increases and decreases was shown in 2004, sixth graders attained 44% of correct responses in Data Analysis. Grade 7 students scored 50 percent on Strand C (Geometry), which was the highest score of the strands. In Strand A, Strand D, and Strand E the score for each was 33 percent but the weakest, Strand B (Measurement), our students only scored 22 percent. 7th grade data reveals a trend of increases and decreases in the number of students demonstrating growth. Seventh graders attained 33% of correct responses in Number Sense. A marginal 11 percentage point increase. Seventh graders attained 22% of correct responses in Measurement. There was no increase or decrease in growth in 2004. Seventh graders attained 50% of correct responses in Measurement. A 12 percentage point increase was shown. Seventh graders attained 33% of correct responses in Algebraic Thinking. A fluctuation of increases and decreases was shown. Seventh graders attained 33% of correct responses in Data Analysis. Grade 8 students scored only 33 percent on Strand A (Number Sense) and Strand D (Algebraic Thinking). The students scored only 25 percent on each of the Strands B, C, and E, which happens to be the greatest area of need. 8th grade data reveals a trend of increases and decreases in the number of students demonstrating growth. In 2004, seventh graders attained 33% of correct responses in Number Sense. Eighth graders attained 25% of correct responses in Measurement. There was no increase or decrease in growth. Eighth graders attained 25% of correct responses in Measurement. An 8 percentage point increase was shown. Eighth graders attained 33% of correct responses in Algebraic Thinking. A fluctuation of increases and decreases was shown. Eighth graders attained 25% of correct responses in Data Analysis.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of total tested students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored in the lowest 25%ile, scoring at FCAT Achievement Level 3 or higher, will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored level 1, scoring at FCAT Achievement Level 3 or higher, will increase to 50 percent or higher on the 2006 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize all components of the Classworks Program to students of all sub groups, enrolled in intensive mathematics class, and the extended learning day program, as evidenced by scoring a Level 1 or Level 2 on the 2004 FCAT Mathematics in order to remediate areas of weakness as determined by biweekly, and quarterly assessments.	Teachers	8/1/05	5/26/06
Integrate mathematics/science lab activities by	Teachers	8/1/05	5/26/06

combining mathematics and science departmental planning, concept instruction, and using manipulative, and hands-on techniques to reinforce mathematics skills for all students.			
Implement CRISS strategies during instructional delivery and all learning tasks.	Teachers	8/1/05	5/26/06
Use of vertical teaming concept, whereby teachers across the grade levels will articulate and plan the scope and sequence, and discuss student progress in order to prepare students for the content to be learned in the next grade level.	Teachers Assistant Principal for Curriculum	8/1/05	5/26/06
Utilize the Edusoft data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators Teachers	8/1/05	5/19/06
Implement the continuous improvement model by administering weekly, interim, and a diagnostic assessment to be used as a pre/progress/post assessment to track student performance on the Sunshine State Standards mathematics benchmarks, and provide differentiated remediation in the classroom, and during extended day tutorials.	Administrators Department Chairperson Teachers CIM Facilitator	8/1/05	5/19/06
Utilize all components of the Classworks Program to students of all sub groups, enrolled in intensive mathematics class, and the extended learning day program, as evidenced by scoring a Level 1 or Level 2 on the 2004 FCAT Mathematics in order to remediate areas of weakness as determined by biweekly, and quarterly assessments.	Administrators Teachers	8/1/05	5/19/06
Write quarterly benchmark-targeted curriculum maps and instructional focus calendars.	Administrators Teachers	8/1/05	5/19/06
Employ school site reading coaches to coach, model lessons, assist with data analysis, and mentor classroom teachers to support the core literacy plan across the curriculum.	Administrators Reading Coaches Teachers	8/1/05	5/19/06
Enroll seventh and eighth grade students in mathematics course recovery, during the extended day period, if said students failed a 6th grade or 7th grade mathematics course during previous school years	Administrators Teachers Counselors	8/1/05	5/19/06
Conduct IEP meetings at the appropriate time	Administrators	8/1/05	5/19/06

period to monitor the progress of Students with Disabilities performance in mathematics	Teachers ESE Program Specialist		
Provide a paraprofessional to tutor LEP students who need additional assistance to improve mathematics skills.	Administrators Teachers	8/1/05	5/19/06
Provide a paraprofessional to tutor Students with Disabilities in EH classes, who need additional assistance to improve mathematics skills.	Administrators Teachers	8/1/05	5/19/06
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators Media Specialist	8/1/05	5/19/06
Implement the Inclusion model of instruction for ESE students in a basic education mathematics class.	Administrators Teacher	8/1/05	5/16/06

### **Research-Based Programs**

Glencoe Mathematics Concepts and Applications series, Project CRISS, PLATO, Classworks, and Riverdeep Mathematics.

### **Professional Development**

Westview Middle School advocates a professional learning community. All teachers will participate in professional development activities of the following: Project CRISS, Continuous Improvement Model, Transition Academy for sixth grade teachers, PLATO, Glencoe Mathematics Concepts and Applications series; Reading through mathematics; Kay Toliver Series: Eddie Files, Curriculum Mapping, Data Analysis, Classworks, and Planning for a Block Schedule.

### **Evaluation**

Results of school-authored weekly, diagnostic, progress, and post assessments, district interim assessments, Classworks reports, and 2006 FCAT Mathematics Test.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Increase writing proficiency of all NCLB populations in order to achieve adequate yearly progress.

**Needs Assessment**

The results of the 2005 FCAT Writing Plus Test indicate that 85 percent of eighth grade students at Westview Middle School achieved a score of 3.4. Site-devised writing prompts that were administered to grades six through eight show that sixth graders show the greatest deficiencies in organization, voice, and word choice; seventh graders lacked skill in ideas, voice, and sentence fluency; and eighth graders have the greatest need for remediation in ideas, voice, and word choice. While 85 percent of grade 8 students are meeting state standards, remediation is needed in the deficient writing areas to increase the amount of students achieving proficiency in writing to 87 percent.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of eighth grade students scoring at 4.0 or higher will increase to 86 percent on the 2006 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer and analyze the District Pre and Post tests of expository and persuasive writing prompts.	Administrators  Teachers	8/1/05	5/16/06
Implement the continuous improvement model by administering weekly, interim, and a diagnostic assessment to be used as a pre/progress/post assessment to track student performance on the Sunshine State Standards writing benchmarks, and provide differentiated remediation in the classroom, and during extended day tutorials.	Administrators  CIM Facilitator  Teachers	8/1/05	5/19/06
Implement the Learning Express web-based writing program to provide practice tests, web-based writing assessments.	Administrators  Teachers	8/1/05	5/19/06
Implement CRISS strategies during instructional delivery and all learning tasks.	Administrators  Teachers	8/1/05	5/19/06
Implement the Traits of Writing strategies during instructional delivery and all learning tasks to develop writing proficiency.	Administrators  Teachers	8/1/05	5/19/06
Write quarterly benchmark-targeted curriculum maps and instructional focus calendars.	Administrators  Teachers	8/1/05	5/19/06
Utilize the Edusoft data management system to score assessments, and generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators  Teachers	8/1/05	5/19/06
Employ school site reading coaches to coach, model lessons, assist with data analysis, and mentor classroom teachers to support the core literacy plan across the curriculum.	Administrators  Reading Coaches  Teachers	8/1/05	5/19/06

Conduct IEP meetings at the appropriate time period to monitor the progress of Students with Disabilities performance in writing.	Administrators Teachers ESE Program Specialist	8/1/05	5/19/06
Provide a paraprofessional to tutor LEP students who need additional assistance to improve writing skills.	Administrators Teachers	8/1/05	5/19/06
Provide a paraprofessional to tutor Students with Disabilities in EH classes, who need additional assistance to improve writing skills.	Administrators Teachers	8/1/05	5/19/06
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators Media Specialist	8/1/05	5/19/06
Enroll seventh and eighth grade students in language arts course recovery, during the extended day period, if said students failed a 6th grade or 7th grade language arts course during previous school years.	Administrators Teachers Counselors	8/1/05	5/19/06

## **Research-Based Programs**

McDougal Littell Language of Literature, Project CRISS, Write Traits, and Write Source 2000.

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development, and common planning will be provided to teachers and appropriate staff during early release days, and after school hours. Training will address such programs as U-6 scoring rubric, Continuous Improvement Model, Curriculum Mapping, Data Analysis, McDougal Littell Language of Literature, Six Traits of Writing, and Project CRISS.

## **Evaluation**

Results of District devised interim assessments, School-authored monthly assessments; Learning Express writing assessments, and 2006 FCAT Writing Plus Test

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Increase the science performance of all NCLB populations to meet or exceed the District mean scale score.

### ***Needs Assessment***

Due to the unavailability of 2005 Science mean scale score, the test scores for 2004 and the Benchmark Assessments were used in the development of the Needs Assessment.

Results of the March 2004 FCAT Science Test indicate that 73.8 percent of the students scored below the District's mean scale score requirement. The District's mean scale score requirement was 269; however, Westview Middle School's mean scale score was 233. This score is 36 points below district's scale score and 53 points below the state's scale score.

## Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their science content knowledge and scientific thinking skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the District's Long Range Science Plans for middle schools.	Administrators  Teachers	8/1/05	5/19/06
Write quarterly benchmark-targeted curriculum maps and instructional focus calendars to ensure that all Sunshine Standards' benchmarks are implemented prior to February 2006.	Administrators  Teachers	8/1/05	5/19/06
Implement the continuous improvement model by administering weekly, interim, and a diagnostic assessment to be used as a pre/progress/post assessment to track student performance on the Sunshine State Standards science benchmarks, and provide differentiated remediation in the classroom, and during extended day tutorials.	Administrators  Teachers  CIM Facilitator	8/1/05	5/19/06
Utilize the Edusoft data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators  Teachers	8/1/05	5/19/06
Incorporate weekly lab activities that will enhance student skills in the following areas: scientific thinking, critical thinking, and reading comprehension.	Administrators  Teachers	8/1/05	5/19/06
Implement use of vertical teaming, whereby teachers across the grade levels articulate the scope and sequence, and monitor student progress.	Administrators  Teachers	8/1/05	5/19/06
Implement CRISS strategies during instructional delivery and all learning tasks.	Administrators  Teachers	8/1/05	5/19/06
Provide a paraprofessional to tutor LEP students who need additional assistance to improve science skills.	Administrators  Teachers	8/1/05	5/19/06
Conduct IEP meetings at the appropriate time period to monitor the progress of Students with	Administrators	8/1/05	5/19/06

Disabilities performance in science.	Teachers ESE Program Specialist		
Engage students in science investigations through science projects and exhibits.	Administrators Teachers	8/1/05	5/19/06
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators Media Specialist	8/1/05	5/19/06

### **Research-Based Programs**

Riverdeep, Project CRISS, Voyages Science Textbook.

### **Professional Development**

Using the School Improvement Zone organizational structure, professional development, and common planning will be provided to teachers and appropriate staff during early release days, and after school hours. Training will address such programs as Continuous Improvement Model, Curriculum Mapping, Data Analysis, Riverdeep, and Project CRISS.

### **Evaluation**

Evaluation to be determined by scores on District devised interim assessments tests; School-devised assessments; bi-weekly teacher-devised assessment; 2006 FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Increase parental involvement in order to improve student achievement.

### ***Needs Assessment***

An analysis of parental involvement attendance rosters at school-sponsored meetings and workshops geared specifically for parents indicate minimal attendance. Efforts need to be focused to increase participation and support from parents.

## Measurable Objective

Given the need to establish a link between the school, home and community, to support improved student achievement, the school will increase the number of parents participating in the parental involvement program during the 2005-2006 school year, as compared to the 2004-2005 school year, as documented by attendance rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a range of positive communications to parents, i.e. flyers, telephone contacts, and marquis bulletins regarding school-sponsored events, school-choice options, attendance matters, and other relative school-related information.	Administrators  Reading Coach  Social Worker  Community Involvement Specialist	8/1/05	5/19/06
Recruit parents to attend school-related meetings, activities, and The Parent Academy courses.	Administrators  Social Worker  Community Involvement Specialist	8/1/05	5/19/06
Provide incentive awards for parents who are involved in three or more before and/or after school activities.	Administrators  Reading Coach  Social Worker  Community Involvement Specialist	8/1/05	5/19/06
Solicit the support from local businesses provide/donate items for parent-attended functions.	Administrators  Reading Coach  Social Worker  Community Involvement Specialist	8/1/05	5/19/06
Conduct home visits to provide viable student/school information to parents regarding their child's progress, child study team information, and other relevant student-home matters.	Administrators  Reading Coach  Social Worker  Community Involvement Specialist	8/1/05	5/19/06

Utilize the TADL system, through the telephone calling post, make telephone contact, and conduct home visits to inform parents of students absences.	Administrators  Social Worker  Community Involvement Specialist  Student Services Attendance Clerk	8/1/05	5/19/06
Implement the Passport to Success program.	Administrators  Reading Coach  Social Worker  Community Involvement Specialist	8/1/05	5/19/06
Utilize the resources of the media center to support parent involvement activities by opening the media center before school for parents and students.	Administrators  Media Specialist	8/1/05	5/19/06

## **Research-Based Programs**

National Standards of Parental and Family Involvement Program; Passport to Education.

## **Professional Development**

Professional development for the Community Involvement Specialist is provided by the School Improvement Zone and the Title I Program. Professional development activities include workshop training on topics relative to Parent Involvement; Professional development training objectives for the Community Involvement Specialist (CIS) include: Title I sponsored training sessions, and The Parent Academy. Parent involvement training activities for faculty and staff will be scheduled.

## **Evaluation**

This objective will be evaluated by compiling the following parent involvement documents: Visitation logs, Parent Self-assessment surveys, PTSA/EESAC participation, School-Climate surveys, and Enrollment in The Parent Academy courses.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 6 STATEMENT:**

Implement a schoolwide discipline program to decrease and prevent school violence and inappropriate student behavior.

### **Needs Assessment**

According to the student case management referrals for inappropriate behaviors, during the 2004-2005 school year, Westview Middle School sustained a high suspension rate. The 2004-2005 School Climate Survey indicated that 48 percent of students stated that they did not feel safe at school. This indicated a need for decreasing the number of total suspensions.

## Measurable Objective

Using the Positive Behavior Support Program and utilize data to target critical discipline and safety issues; reduce the suspension rate by 10%; and reduce the number of student case management referrals by 10% as compared to the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a schoolwide training on the Positive Behavior Support Program.	Administrators  Teachers	8/1/05	5/19/06
Utilize the minor infraction procedures to avoid unnecessary student case management referrals.	Administrators Teachers Team Leaders	8/1/05	5/19/06
Provide incentives for positive behavior reinforcement.	Administrators Teachers Team Leaders	8/1/05	5/19/06
Utilize the SWISS data management program to monitor major and minor infractions, target troubled areas, and develop a plan of action.	Administrators  Data Entry Clerks	8/1/05	5/19/06
Implement and monitor a Transition Academy using Classroom, Inc. program for 6th grade students.	Administrators Teachers	8/1/05	5/19/06
Implement and monitor the Middle Moves curriculum in correlation with the Classroom, Inc. program for 6th grade students.	Administrators  Teachers  Counselors	8/1/05	5/19/06
Implement and monitor ongoing counseling services to students to include academic improvement assistance, peer counseling, and drug awareness program.	Administrators  Guidance Counselors  TRUST Counselor	8/1/05	5/19/06

### Research-Based Programs

Positive Behavior Support

## **Professional Development**

Professional development for PBS is as follows: June 2005: Positive Behavior Support (PBS) Team attended a one week-long training on the techniques, and components of PBS. July 30, 2005: Schoolwide training on PBS; August 2005 – May 2006, ongoing meetings of school's PBS team with district support personnel; Classroom, Inc. training for 6th grade teachers, and on-site consultant support.

## **Evaluation**

Reporting results from the SWISS data management database system for PBS, school climate survey, District's annual report of student case management referrals, and outdoor suspensions.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 7 STATEMENT:**

Increase the usage of technology integration tools by students and teachers to improve reading skills.

### ***Needs Assessment***

FCAT 2004 indicates that, sixth graders attained 40% of correct responses in Words/Phrases. Sixth graders attained 47% of correct responses in Main Idea/Purpose. Sixth graders attained 50% of correct responses in Comparisons. Sixth graders attained 50% of correct responses in Reference/Research.

FCAT 2004 Seventh grade data reveals a fluctuating trend of increases and decreases in the number of students demonstrating growth. However, seventh graders did not increase or decrease in attaining percentage points in Words/Phrases. Percentage point increases are shown in the clusters of Comparisons, Main Idea/Purpose, and Comparisons. Seventh graders attained 50% of correct responses in Words/Phrases. Seventh graders attained 50% of correct responses in Main Idea/Purpose. Seventh graders attained 58% of correct responses in Comparisons. Seventh graders attained 43% of correct responses in Reference/Research.

FCAT 2004 Eighth grade data reveals a fluctuating trend of increases and decreases in the number of students demonstrating growth. Eighth graders attained 50% of correct responses in Words/Phrases. Eighth graders attained 46% of correct responses in Main Idea/Purpose. Eighth graders attained 55% of correct responses in Comparisons. Eighth graders attained 33% of correct responses in Reference/Research. Students in all sub groups (Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, Students with Disabilities and White) did not attain the required specification, which is 31 percent of students at or above Level 3 on the 2004 FCAT Reading Test.

## Measurable Objective

Given instruction through the use of integrated learning systems to provide systemic, programmed instruction for teachers and students, all teachers and students will augment the usage of technology to improve reading skills, as evidenced by a 10 percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Reading PLUS fluency software during a 50 minute period, four days a week for levels 1-2 students enrolled in reading tutorial classes during the extended day period.	Administrators  Teachers  Reading Coaches	10/17/05	5/16/06
Implement READ 180 software during 20-minute intervals by students enrolled in intensive reading classes.	Administrators  Teachers	8/1/05	5/19/06
Implement the PLATO program for 90 hours per semester, by students enrolled in course recovery courses.	Administrators  Teachers	8/1/05	5/16/06
Implement Classworks during 20-minute intervals by students enrolled in intensive reading classes.	Administrators  Teachers	8/1/05	5/19/06
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators  Media Specialist	8/1/05	5/19/06
Implement schoolwide use of the Accelerated Reader software during scheduled language arts 100-minute blocks in the media center.	Administrators  Teachers  Media Specialist	8/1/05	5/19/06

## Research-Based Programs

READ 180, Reading Plus Fluency, Classworks, PLATO, Accelerated Reader, National Educational Technology Standards.

## **Professional Development**

July 2005: READ 180 Refresher training; August 2005: READ 180 Consultant Support, August – May: Coaching and Mentoring by Reading Coaches; October 2005: Reading PLUS Fluency software program, November 2005: Reading PLUS follow-up training.

## **Evaluation**

READ 180 student growth reports of January 2006 and May 2006; Reading PLUS fluency student performance reports of January 2006, and May 2006.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

Increase the number of students meeting standards on the annual physical fitness test.

### ***Needs Assessment***

Baseline data from the 2004-2005 FITNESSGRAM indicate that 38 percent of 6th – 8th grade students met high standards on the annual physical fitness test. Students need to increase performance in the areas of upper body strength and cardiovascular exercises. Students need to track and monitor their own fitness progress by utilizing a personal goal plan for physical fitness that will be monitored by the physical education teacher.

## Measurable Objective

Given instructions using the Sunshine State Standards of Health and Physical Education, students will demonstrate a 22 percent increase in the number of students meeting standards on the FITNESSGRAM assessment during the Spring 2006 administration, as compared to the 2005 FITNESSGRAM results.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to participate in intramural sports activities.	Administrators  Physical Education Teacher	8/1/05	5/19/06
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators  Media Specialist	8/1/05	5/19/06
Instruct students on the impact of good nutrition and physical activity on excellent health.	Physical Education Teacher	8/1/2005	5/19/06
Participate in the "mile-run" for 20 minutes of the 100-minute instructional block.	Physical Education Teacher	8/1/2005	5/19/06
Teams will sponsor a field day in which students will participate in a variety of physical competitions and active games.	Team Leaders  Physical Education Teacher	8/1/2005	5/19/2006
Participants of the All Stars After School Program (SFASAS) will participate in the Walk-o-meter program.	Administrators  SFASAS Program Manager	8/1/05	5/19/06

### Research-Based Programs

President of the United States Council on Physical Fitness and Sports; FITNESSGRAM

### Professional Development

District-wide meeting for physical education instructors, and additional workshops provided by the district and region.

## **Evaluation**

Walk-o-meter results; 2006 FITNESSGRAM test results; monitoring student progress daily physical education activities.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 9 STATEMENT:***

Increase the number of electives students to participate in schoolwide and district competitions and showcases

### ***Needs Assessment***

Minimal student project submissions have been entered in various contests. Only thirty students from the graphic arts classes submitted projects in the Dade County Youth Fair Our school recognizes the need to showcase student talent and skills to develop students in the affective domain of learning.

## Measurable Objective

Each electives teacher will select and engage ten students to participate in the various competitions and showcases that will be offered at the school and district, during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct an annual electives showcase of student work displays.	Electives Teachers	8/1/2005	5/19/06
Select and engage Band students in various competitions and showcases of musical performances.	Band Teacher	8/1/2005	5/19/06
Select and engage 5 Business Education students in various competitions and in Business Education activities	Business Education Teacher	8/1/2005	5/19/2006
Select and engage 5 Computer Education students from each Computer Education teacher, in various competitions and showcases of Computer Education activities.	Computer Education Teachers	8/1/2005	5/19/06
Select and engage 5 Graphic arts students from Graphic arts, in various competitions of Graphic arts activities.	Graphic Arts Teacher	8/1/2005	5/19/06
Select and engage 5 Family and Consumer Science (FCS) students in various competitions and showcases of FCS activities.	Family and Consumer Science Teacher	8/1/2005	5/19/06
Select and engage 5 Project Victory students in various competitions and showcases.	Project Victory Teacher	8/1/2005	5/19/06
Select and engage 5 French students in various competitions and showcases of French activities.	Administrators French Teacher	8/1/05	5/19/06
Select and engage team sports members in various competitions and showcases of sports activities.	Administrators Sports Team Coaches	8/1/2005	5/19/06
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators Teachers Media Specialist	8/1/05	5/19/06

## **Research-Based Programs**

Campbell, Bruce and Linda, Multiple Intelligences and Student Achievement, (1999)

## **Professional Development**

Teachers will attend various workshops and training sessions sponsored by region and district levels.

## **Evaluation**

Compilation of student participant listings, and fieldtrip rosters; Record of total numbers of student participants from each electives teacher.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

Westview Middle School will attain a ranking in the 25th percentile statement in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

2003 FLDOE data indicate that Westview Middle School ranked at the 16th percentile on the State of Florida ROI index. Increasing the number of students making learning gains in reading and mathematics will yield a higher ranking of the State of Florida ROI index.

## Measurable Objective

Westview Middle School will increase the number of students making learning gains in reading and mathematics to attain a ranking in the 25th percentile statewide in the ROI index of value and cost effectiveness of its programs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Study the use of financial resources and program costs as it relates to school operations.	Principal  Assistant Principals  EESAC	8/1/2005	5/26/2006
Work with district budgeting staff to properly allocate resources.	Principal  Assistant Principals	8/1/2005	5/26/2006
Analyze use of existing resources, and make necessary adjustments to resource base	Principal  Assistant Principals	8/1/2005	5/26/2006
Increase the number of community business partnering to share use of school facility.	Principal  Assistant Principals  Community Involvement Specialist	8/1/2005	5/26/2006

## Research-Based Programs

Florida Department of Education, State of Florida ROI index publication (2003)

## Professional Development

District budget conferences and region support; Money Matters training; various training sessions provided by the state, district, and region levels.

## Evaluation

2004 State of Florida ROI index publication of Westview Middle School's progress towards 25th percentile ranking.

## *EESAC Compliance*

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

### ***Budget:***

EESAC members actively engage in the planning and spending of allocated funds to support school initiatives, staffing, and curricular materials.

### ***Training:***

EESAC members will participate in all applicable training opportunities for school advisory council leadership and budget management.

### ***Instructional Materials:***

EESAC members will participate in reviewing instructional textbooks for state adoption, and purchasing supplemental instructional materials.

### ***Technology:***

EESAC members support the use of technology programs in the school, and is updated on the latest curricular developments in technology integration.

### ***Staffing:***

While the EESAC cadre does not participate in interviewing applicants for staffing, it supports the purchase of part-time staff by providing funds, if needed.

### ***Student Support Services:***

EESAC members work collaboratively with the Community Involvement Specialist to recruit parents and community resources.

### ***Other Matters of Resource Allocation:***

The Educational Excellence School Advisory Council (EESAC) at Westview Middle School promotes a cooperative environment among all stakeholders. Its focus directly correlates with the goals and academic vision of the school. The council includes teacher leadership, which is comprised of council members who are representative stakeholders, serving as its curriculum support cadre. The council meets on the third Thursday of each month. Recommendations are made for allocating budgeted funds for appropriate instructional materials in all core subjects. The council leadership disseminates to all stakeholders research findings in developing effective methods of improvement and tools needed for success.

The EESAC is active in the decision-making of budgeted funds. Curriculum updates are provided at all EESAC meetings for the purpose having committee members take an active role in the planning and development of curriculum issues, purchase and use of curriculum materials, computers, and programs utilized for integrating technology. All relevant personnel/staffing matters are reviewed by the committee. The EESAC participates in necessary training workshops for EESAC members, when scheduled. Our community involvement specialist attends EESAC meetings for the purpose of providing updated information regarding the community, and student support services.

### ***Benchmarking:***

EESAC members review and EESAC members review and approve the school improvement plan, mid-year, and adequate progress reports for the school.

### ***School Safety & Discipline:***

The EESAC members support and cooperate with the initiatives of the schoolwide Positive Behavior Support Program (PBS).

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*