

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Westview Middle School (6981)

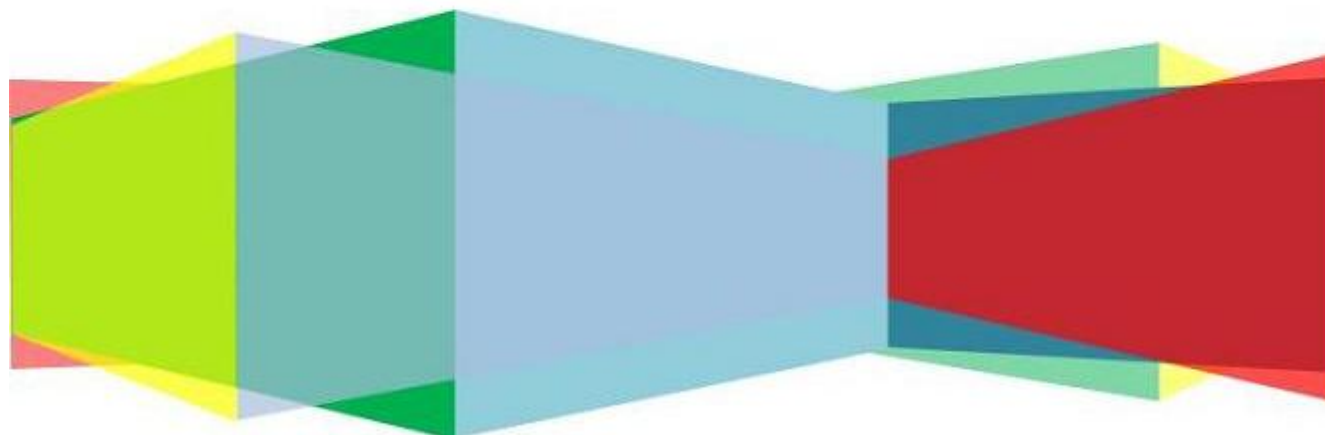
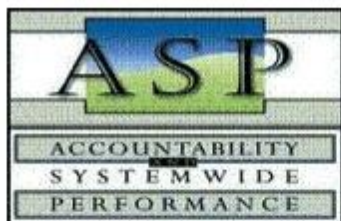
Feeder Pattern - Miami Central Senior

Regional Center III

District 13 - Miami-Dade

Principal - LaVette Hunter

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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 68% of students not reading at or above grade level, and 70% of our students not performing at or above grade level in mathematics, 15% 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 666 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 resource 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, two (2) Algebra I classes for 7th & 8th grade students, and one (1) Geometry class. Pre-Algebra classes are offered for advanced 6th and 7th graders.

Given instruction using the Sunshine State Standards, the percentage of total tested students scoring at FCAT Achievement Level 3 or higher will increase to 58 percent or higher on the 2008 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 58 percent or higher on the 2008 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 58 percent or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Special Education students scoring at FCAT Achievement Level 3 or higher will increase to 58 percent or higher on the 2008 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 58 percent or higher on the 2008 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 58 percent or higher on the 2008 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 58 percent or higher on the 2008 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 58 percent or higher on the 2008 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 62 percent or higher on the 2008 FCAT Mathematics Test.

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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 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of eighth grade students scoring at 3.5 or higher will increase by one percent on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 35 percent of eighth grade students will increase their science content knowledge and scientific thinking skills as evidenced by scoring at a level 3 or higher on the 2008 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 2007-2008 school year by ten percent, as compared to the 2006-2007 school year, as documented by attendance rosters.

Using the Positive Behavior Support Program and the utilization of data to target critical discipline and safety issues, the safety PBS committee will use effective strategies to reduce the suspension rate and student case management referrals by ten percent as compared to the 2006-2007 school year.

Given instruction and hands-on training in basic computer skills, 80% of the twenty-five students participating in a 40-hour introductory computer course will demonstrate competencies as documented by an end of course evaluation.

Given instructions using the Sunshine State Standards of Health and Physical Education, students will demonstrate a 10 percent increase in the number of students achieving silver and gold level status in the annual fitness test in 2007-2008 as compared to 2006-2007.

Given instruction in the Sunshine State Standards, at least five students from each elective teacher will be selected and participate in the various competitions and showcases that will be offered at the school and district, during the 2007-2008 school year as documented by participation logs and field trip rosters.

Westview Middle School will increase the number of students making learning gains in reading and mathematics to attain a ranking in the 20th 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 Business Results and Human Resource Focus. The average score for these two areas was 3.6. In order to improve the staff's perception and understanding in these two areas, Westview Middle School will implement the following to improve the areas targeted throughout the school year: 1) Keep staff informed on how well the work location is doing financially.; 2) Utilize the time and talents of those who are committed and able to take on additional responsibilities.; 3) By being proactive, ensure that employees feel the school is a safe workplace and 4) Model, encourage and provide professional development in Team Building to ensure cooperation and teamwork. The aforementioned strategies will ensure that all staff has the resources required to meet all students' needs.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

6981 - 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 educate all children. To inspire them to read, write, think, compute, articulate, and behave in ways that are socially acceptable in order to become life-long learners and independent contributing members of society.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

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School Demographics

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.

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 666 students. The ethnical, racial make up of the student population consists of 555 Black students; 106 Hispanic students; 3 White students 1 Asian students; and 1 Multi-cultural; 509 Free and 53 Reduced Lunch students; 63 English Language Learners (ELL); and 101 Special Education students (SPED). Faculty and staff demographics are: 28 male, 66 female, 75 Black, 13 Hispanic, 1 API, and 5 White. 9 percent of our staff, represent beginning teachers. Twenty-one staff members hold a Master's degree, and 6 hold a Specialist or PhD. The average years of experience on our staff is 12. 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 2007-2008 school year, Westview Middle School will implement the inclusion model for SPED students, South Florida All Stars Afterschool Program, Critical Care Reading and Mathematics classes for lowest 25% student population, and the Algebraic Thinking mathematics program for students scoring at levels 1 and 2 on the FCAT mathematics test. Additionally, we will implement the DellTech Know Technology Program.

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 for student participants. 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 continuing technology program will include a semester of computer programming and advanced technology studies. Students 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

Leadership:

Results of the Organizational Performance Improvement (OPIS) Snapshot Survey indicate a Leadership score of 3.9. This is the same from the previous year. The leadership team at Westview Middle School has set the foundation for the direction in which the school is headed. All members share in the mission and vision of the school and are sharing this mission and goal to the remainder of the faculty and staff. By continuing to create 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 3.7. 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 through departmental, team and interdisciplinary grade level meetings, the success of the students will be shown through their positive gains.

Stakeholder Engagement:

Results of the OPIS indicate indicate a Stakeholder Engagement score of 4.0. 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. Westview Middle School is in its second year of building a true working and functional EESAC and PTSA which will help to involve more stakeholders and receive more support.

Faculty & Staff:

Results of the OPIS indicate a Faculty and Staff score of 3.6. 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 4.1. The faculty and staff of Westview Middle School will continue to receive professional development on the knowledge and ability to utilize data to monitor the progress of its customer 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 and school. Professional Growth Teams will be developed to assist newly assigned teachers and beginning teachers with proven effective teaching strategies. Veteran teachers will continue to receive assistance in the Continuous Improvement Model (CIM) in order to better service their students.

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. Beginning with the second nine week period, new teachers will meet once a month after school, with the coordinating administrator, and meet with their mentors throughout the school year. A mentor/new teacher schedule will be established to ensure that the support for new teachers is maintained. 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 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 2007 to May 2008 for all students, including all subgroups, seeking additional assistance in reading and mathematics. Information was distributed to all parents for students interested in participating in this program. Students are provided the opportunity to utilize the 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 dance, brain bowl, graphic arts, creative writing, peer counseling, yearbook, journalism, literature, 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. A part-time community involvement specialist is hired for attendance recordkeeping. 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, and ancillary materials. 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 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 the District's Pacing Guide 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, Math 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, Algebraic Thinking, and GIZMOS, are all other components 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:



School Improvement Plan

2007-2008



Westview Middle School will; 1) identify what change is needed to show substantive improvement and will plan as required for 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 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.

Some personnel at Westview Middle 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.

Schools Graded 'C' or Below

Professional Development:

A survey will be administered to all faculty and staff to determine their professional development needs. Early release days will target strategies to support and enhanced and differentiated instructional strategies. In addition, time is allocated at faculty meetings for the presentation of "Best Practices". Friday's departmental meetings are also used to share "Best Practices" among teachers.

Disaggregated Data :

Student achievement data is used to drive whole and small group instruction. Through District mandated pre, progress, and post tests and bi-weekly assessments student data is disaggregated and changes in focus are made based on test results and needs of students. Data chats are held with teachers during department meetings. During these discussions it may be necessary to adjust curriculum maps based on student results. Teachers are also provided with a data binder which includes, but is not limited to, their students' data profiles in the areas of Mathematics and Reading. School-wide student FCAT chats are also held to drive instruction.

Informal and Formal Assessments:

The formal assessments that are utilized are as follows:

Pre, Progress, Post Diagnostics in curriculum core areas
Interim Assessments
SRI
ORF
DAR

The informal assessments that are utilized are as follows:

Instructional Focus Lessons (IFLs) Tri-weekly Tests
Bi-weekly Benchmarked Tests
Teacher Generated Tests
Oral Assessments

Alternative Instructional Delivery Methods :

The alternative delivery methods used to support remediation, acceleration, and enrichment are as follows:

Critical Care Classes
Extended Day Tutorials
All Stars Program (after school)
Saturday School
Course Recovery
Mathematics/Reading Coaches Modeling "Best Practices" in classrooms and for teachers
Advanced/Gifted Courses

Schools Offering Primarily Grades 6 through 12

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

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Different Innovative Approaches to Instruction |
| <input checked="" type="checkbox"/> | Responsibility of Teaching Reading for Every Teacher |
| <input checked="" type="checkbox"/> | Quality Professional Development for Teachers and Leaders |
| <input checked="" type="checkbox"/> | Small Learning Communities (SLC) |
| <input checked="" type="checkbox"/> | Intensive Intervention in Reading and Mathematics |
| <input checked="" type="checkbox"/> | Course Choice Based on Student Goals / Interests / Talent |
| <input checked="" type="checkbox"/> | Master Schedules Based on Student Needs |
| <input checked="" type="checkbox"/> | Parental Access and Support |
| <input checked="" type="checkbox"/> | Applied and Integrated Courses |
| <input checked="" type="checkbox"/> | Academic and Career Planning |



School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction
See Reading, Math, Writing, and Science Strategies.

Responsibility of Teaching Reading for Every Teacher
See Extended Learning Opportunities

Quality Professional Development for Teachers and Leaders
Professional Development is offered for all faculty and staff through State, District, and School level. Additionally, see professional development under Reading, Writing, Math, and Science strategies.

Small Learning Communities (SLC)
See additional requirements; CRP #5.

Intensive Intervention in Reading and Mathematics
Double block reading for all students scoring level 1 or 2 on the FCAT in reading including two 50 minute periods for AIP and Extended Day Courses. Additionally, see Reading and Mathematics strategies.

Course Choice Based on Student Goals / Interests / Talent
Students scores, course request, IEP's, and GEP's are all reviewed before registration cards are printed and before staffing is completed.

Master Schedules Based on Student Needs
Westview Middle School uses data from FCAT, NRT, and Registration Cards when creating the Master Schedule to accommodate students according to their level of performance, with regard to remediation, acceleration, and course request.

Parental Access and Support
The parents at Westview are encouraged to stay involved in their child(s) education. Through the parent academy monthly classes are offered to parents to promote hand in hand involvement. Also see parental involvement objective. The parents and community continues to provide a strong support for our school and community.

Applied and Integrated Courses
Westview offers a course for sixth graders known as the Transition Academy, Middle Moves. In addition, recently available to all students is a French course which eighth graders can use for high school credit. Advanced/Gifted courses are accessible to all students and intense remediation is offered to meet the needs of level 1 and 2 students. Westview holds a Career Fair yearly. See also Additional Requirements in the School Improvement Plan.

Academic and Career Planning
See Mathematics and Reading Strategies in the School Improvement Plan.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

Results of the 2007 FCAT Reading test indicate that 38 percent of grade 6 students, 37 percent of grade 7 students, and 15 percent of grade 8 students tested, scored at or above Level 3. FCAT 2007 student performance data indicates that, sixth graders attained 50 percent of correct responses in Words/Phrases. Sixth graders attained 50 percent of correct responses in Main Idea/Purpose. Sixth graders attained 50 percent of correct responses in Comparisons. Sixth graders attained 43 percent of correct responses in Reference/Research. FCAT 2007 7th grade student performance data indicates increases in the number of students demonstrating growth. However, seventh graders did not increase 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 43 percent of correct responses in Words/Phrases. Seventh graders attained 55 percent of correct responses in Main Idea/Purpose. Seventh graders attained 67 percent of correct responses in Comparisons. Seventh graders attained 57 percent of correct responses in Reference/Research. FCAT 2007 8th grade student performance data indicates a fluctuating trend of increases and decreases in the number of students demonstrating growth. Eighth graders attained 43 percent of correct responses in Words/Phrases. Eighth graders attained 46 percent of correct responses in Main Idea/Purpose. Eighth graders attained 43 percent of correct responses in Comparisons. Eighth graders attained 38 percent of correct responses in Reference/Research.

Thirty-two percent of students are reading at or above grade level; fifty-six percent of students making a year's progress in reading; seventy percent of lowest 25 percent of students making a year's worth of progress in reading. Eleven percent of Special Education students scored at or above proficiency in reading. Due to results of the 2007 FCAT administration, learning gains data does not reflect the performance of all students.



School Improvement Plan 2007-2008



NCLB Subgroup Target

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Measurable Objective

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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 58 percent or higher on the 2008 FCAT Reading Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|----------|-----------------------|--------|
| Implement CRISS strategies during instructional delivery and all learning tasks. | Administrators; Teachers | 8/20/07 | 6/1/08 | Other/ Not Applicable | 0 |
| 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. | Administrators; Teachers; Counselors | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement intervention programs during extended day tutorials for students reading below grade level. | Administrators; Reading Coaches | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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; Reading Coaches | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement additional reading technology integration through the use of the following research-based programs: Reading Plus Fluency software, and Accelerated Reader. | Administrators; Reading Coaches; Media Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Identify students who score at FCAT Achievement Levels 1 and 2, and schedule them in intensive reading classes to provide intense remediation and interventive reading skills instruction, through the READ 180, and Read XL programs. | Administrators; Teachers; Reading Coaches | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement the continuous improvement model by administering a diagnostic assessment to be used as a pre/progress/post assessment to track student performance, and monthly instructional focus calendars to provide differentiated remediation in the classroom, and during extended day tutorials. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Administer the Diagnostics Assessment of Reading (DAR) to students who are reading at a 3rd grade level or below, and provide remedial instruction. | Administrators; Reading Coaches; Reading Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Select lowest 35% of 6th - 8th graders, including SPED AND ELL students to enroll in a 7th period class of Critical Care Reading (CCR) targeted skill instruction in reading. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Provide a paraprofessional to tutor Students with Disabilities in SPED/EH classes, who need additional assistance to improve mathematics skills. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize school site reading coaches to coach, assist with differentiated instruction, data analysis, and mentor classroom teachers to support the core literacy plan across the curriculum. | Administrators; Reading Coaches | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Enroll seventh and eighth grade students in language arts course recovery, if said students failed a 6th grade or 7th grade language arts course during previous school years. | Administrators; Teachers; Counselors | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Provide a paraprofessional to tutor ELL students who need additional assistance to improve reading skills. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Conduct IEP meetings at the appropriate time period to monitor the progress of SPED student performance in reading. | Administrators; Teachers; ESE Program Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize district-authored Reading/Language arts curriculum pacing guides. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Administer the MAZE Fluency Assessment on a quarterly basis, to students scoring levels 1 and 2 on the 2007 FCAT, to assess reading progress, and provide remedial and enrichment instruction. | Administrators; Reading Coaches; Reading Teachers | 9/2007 | 6/2008 | Other/ Not Applicable | 0 |

Research-Based Programs



School Improvement Plan 2007-2008



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).

CRP #2 Middle Schools

2. Describe the research-based instructional materials used in the reading program.

Include a description of how each of the following will be integrated:

A high-quality reading program must include instructional materials that incorporate the five essential elements of reading instruction. The materials must be research-based and should address the specific reading deficiencies of students based on assessment results.

a. Supplemental reading programs (SRP)

Schools will utilize the following SRP in their Intensive Reading classes:

Sourcebook and Jamestown Timed Reading— materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each

lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.

Final M-DCPS Comprehensive Research-based Reading Plan 32

Schools will utilize the following for SRP for Intensive Reading Plus classes:

Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided throughout the provided.

b. Intervention materials for struggling readers

Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.

Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Project CRISS – is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussing, and writing (Santa, 2004, p.1). Utilizing the CRISS philosophies and principles in reading classes as well as content area classes provides teachers and students with the opportunity to apply concepts taught and learned.

c. Materials and programs, including educational software, to provide additional support in reading growth for all children.

Educational software must supplement and not supplant instruction by a highly qualified instructor.

FCAT Explorer is a practice program developed to help students master the tested benchmarks.

d. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsic motivating materials should not limit student access to text.

Accelerated Reader Program is used to engage students in the reading process.

Students read books at their independent level and increase to more difficult texts as they progress through the program.

Although students are initially reading to earn points for prizes, they eventually, with the teachers help, develop an intrinsic desire to read for information and enjoyment.

Final M-DCPS Comprehensive Research-based Reading Plan 33

Leveled Classroom libraries will be available in classrooms in order for students to self select books of interest. Teachers will guide students in selecting books at the student's independent reading level.

Books on Tape are used in reading classes to provide students with opportunities to engage in the reading process by listening to recordings of books. While listening to the recordings, students will be able to follow the text being read and learn internalize the process of good reading.

Professional Development



School Improvement Plan 2007-2008



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, FORF Fluency Assessment, Reading Plus Fluency, Diagnostic Assessment of Reading Tool (DAR); Reading Coach Meetings, Project CRISS, and Data Analysis.

2. Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the Reading Coach. The following areas must be addressed:

Principal

h. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

i. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one on one coaching sessions?

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading Final M-DCPS Comprehensive Research-based Reading Plan 8 strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2006-07 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers.

To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a

Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

Evaluation

Results of ETS district interim assessments, school-authored diagnostic, progress, and post assessments, MAZE Fluency Assessment, Diagnostic Assessment of Reading (DAR), READ 180 assessments, and 2008 FCAT Reading Test.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

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

Needs Assessment

Results of the 2007 FCAT Mathematics test indicate that 20 percent of grade 8 students, 33 percent of grade 7 students, and 27 percent of grade 6 students tested, scored at or above Level 3.

Sixth grade students earned the highest possible points on Strand C (Geometry) and Strand E (Data Analysis), with a mean of four points out of a possible nine on each. The greatest area of need was Strand A (Number Sense), Strand B (Measurement) and Strand D (Algebraic Thinking) where our students only earned a mean of three points out of a possible nine on Number Sense and Data Analysis and a possible eight on Algebraic Thinking.

Seventh grade students earned the highest possible points on Number Sense, Algebraic Thinking and Data Analysis. The greatest areas of need are Measurement and Geometry. Seventh grade students earned mean points of three out of a possible nine.

Eighth grade students scored highest on Number Sense, Measurement and Geometry. The greatest areas of need are Algebraic Thinking and Data Analysis. Eighth grade students earned mean points of four out of a possible 12 on Number Sense, Measurement and Geometry. Those same students earned mean points of three out of a possible twelve in Algebraic Thinking and Data Analysis.

Twenty-five percent of Black students scored at or above proficiency in mathematics; Thirty-three percent of Hispanic students scored at or above proficiency in mathematics; Twenty-six percent of Economically disadvantaged students scored at or above proficiency in mathematics.

NCLB Subgroup Target

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |



School Improvement Plan 2007-2008



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 62 percent or higher on the 2008 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 62 percent or higher on the 2008 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 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Special Education students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 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 62 percent or higher on the 2008 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 62 percent or higher on the 2008 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 62 percent or higher on the 2008 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 62 percent or higher on the 2008 FCAT Mathematics Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|----------|-----------------------|--------|
| Integrate mathematics/science lab activities by combining mathematics and science departmental planning, concept instruction, and using manipulative, and hands-on techniques to reinforce mathematics skills for all students. | Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement CRISS strategies during instructional delivery and all learning tasks. | Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Use of vertical teaming concept, whereby teachers across the grade levels will articulate 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Conduct IEP meetings at the appropriate time period to monitor the progress of Students with Disabilities performance in mathematics | Administrators; Teachers; ESE Program Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Provide a paraprofessional to tutor LEP students who need additional assistance to improve mathematics skills. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Provide a paraprofessional to tutor Students with Disabilities in EH classes, who need additional assistance to improve mathematics skills. | Administrators; Teachers; Paraprofessionals | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement the Inclusion model of instruction for ESE students in a basic education mathematics class. | Administrators; Teacher | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement the continuous improvement model by administering biweekly, interim, diagnostic assessments, monthly, quarterly, and instructional focus calendars 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Select lowest 35% of 6th - 8th graders, including SPED and ELL students to enroll in a 7th period class of Critical Care Mathematics (CCM) targeted skill instruction in mathematics. | Administrators; Teachers | 8/14/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Enroll seventh and eighth grade students in mathematics course recovery, if said students failed a 6th grade or 7th grade mathematics course during previous school years | Administrators; Teachers; Counselors | 8/14/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize the Algebraic Thinking Mathematics Program for sixth and seventh graders, who attained an FCAT level of 1 or 2. | Administrators; Algebraic Thinking Consultants; Teachers; Math Coach | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize school site reading coaches to coach, assist with techniques of differentiated instruction, and data analysis. | Administrators; Reading Coaches | 8/14/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize district-authored Mathematics curriculum pacing guides. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |

Research-Based Programs

Glencoe Mathematics Concepts and Applications series, Project CRISS, PLATO, Bridges to Algebra, ExploreLearning, Riverdeep Mathematics, Gizmos, Algebraic Thinking and Cognitive Tutor.

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; Mathematics Item Specifications; District Mathematics Department Chair trainings, Algebraic Thinking Mathematics Program, and Data Driven Instruction.

Evaluation



School Improvement Plan 2007-2008



Results of SIZ district interim assessments, school-authored bi-weekly assessments; diagnostic, progress, and post assessments, and 2008 FCAT Mathematics Test.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

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

Needs Assessment

The results of the 2007 FCAT Writing Plus Test indicate that 78 percent of eighth grade students at Westview Middle School achieved a score of 3.5 and above; and 59% of eighth grade students achieved a score of 4.0 or above. Results of the 2007 FCAT Writing Plus Test indicate the greatest areas of need on Organization and Support. Eighth grade students earned mean three points out of seven on Organization, and mean four points out of nine on Support. Eighth grade students earned five mean points out of a possible 11 on Focus, and earned seven mean points out of a possible 17 on Conventions.

While 78 percent of grade 8 students are meeting state standards, remediation is needed in the deficient writing areas of Support, Conventions, Organization and Focus to increase the amount of students achieving proficiency in writing. Results of the 2007 FCAT Essay indicate a Mean Essay Score of 3.8 for Expository and Persuasive writing prompts.

Ninety-two percent of Black students improved performance in writing by 1 percent; eighty-six percent of Hispanic students improved performance in writing by 1 percent; Ninety percent of Economically disadvantaged students improved performance in writing by 1 percent; Sixty percent of Special Education students improved performance in writing by 1 percent.

NCLB Subgroup Target



School Improvement Plan 2007-2008



| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of eighth grade students scoring at 3.5 or higher will increase by one percent on the 2008 FCAT Writing Plus Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|----------|-----------------------|--------|
| Administer and analyze the District-authored Pre and Post tests of expository and persuasive writing prompts. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement the continuous improvement model by administering weekly, interim, diagnostic assessments, and a monthly instructional focus calendar 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement the Learning Express writing assessment tool to provide practice writing assessments. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement CRISS strategies during instructional delivery and all learning tasks. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Conduct IEP meetings at the appropriate time period to monitor the progress of Students with Disabilities performance in writing. | Administrators; Teachers; ESE Program Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Provide a paraprofessional to tutor LEP students who need additional assistance to improve writing skills. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize school site reading coaches to coach, model lessons, assist with differentiated instruction, data analysis, and mentor classroom teachers to support the core literacy plan across the curriculum. | Administrators; Reading Coaches | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement the Six Traits of Writing strategies during instructional delivery and all learning tasks to develop writing proficiency. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize district-authored Reading/Language arts curriculum pacing guides. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Provide a paraprofessional to tutor students in EH classes, who need additional assistance to improve writing skills. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |

Research-Based Programs

Write Traits, the development of the six traits of effective writing as a framework for writing assessment is based on the independent research of teachers in Portland Public Schools and by the research of Paul Diederich, Donald Murray, and Alan Purves. Diederich, P. (1974); Jarner, D.; Kozol, M.; Nelson, s.; & Saksberry, T. (2000); Spandel, V. (2001). Hillocks, G., Jr. (1986); Bransford, J. D.; Brown, A. L. & Cocking, RR. (eds.) (2000).

McDougal Littell Language of Literature, Project CRISS.

Professional Development



School Improvement Plan

2007-2008



Westview Middle School advocates a professional learning community. All teachers will participate in professional development activities that will enable teachers to have access to high quality curriculum materials and content, instructional strategies and pedagogy. Professional development will include workshops sponsored by District/ACCESS Center, and not be limited to the following:

The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric.

School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days.

All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel.

On-going professional development will be provided to teachers and appropriate staff on holistic scoring and strategies to improve students' writing during common grade level planning and early release days.

Calendar of Writing Professional Development: Professional development will be ongoing on a monthly basis for all teachers during after school department meetings and early release days as follows:

September: Essential Skills of Reading, PLATO, Reading Coach and Reading Leader Workshops;
October: Eight Steps To Students Success, Fast ForWord, Curriculum Mapping, Data Analysis, Classworks, PLATO, Compasslearning, Use of McDougal Littell Language of Literature;
November: Reading Coach and Reading Leader Workshops, Data Analysis, Project CRISS, Compasslearning, Planning for a Block Schedule;
December: Use of McDougal Littell Language of Literature, Data Analysis, Curriculum Mapping;
January: Eight Steps To Students Success, Reading Coach and Reading Leader Workshops, Data Analysis, Project CRISS;
February: Compasslearning, Data Analysis;
March 15: Data Analysis;
April: Eight Steps To Students Success, Data Analysis
May: Eight Steps To Students Success, Data Analysis

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Professional development will be conducted by McDougal Littell educational consultant, School Improvement Zone team members, administrators, educational specialists, language arts department chairperson, teacher leaders, reading leader and reading coach.

Evaluation

Evaluation to be determined by scores increase of 1% point on 1. 2008 Spring administration of the FCAT 2. District devised quarterly assessments tests 3. School-devised monthly assessments 4. bi-weekly teacher-devised assessment, 5. school improvement zone team reports, 6. SIP Mid-year review. Student progress will be monitored to maintain growth acquired.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Increase the number of eighth grade students scoring at a level 3 or higher by 25 percent on the 2008 FCAT Science Test.

Needs Assessment

Results of the 2007 FCAT Science Test indicate that 8 percent of the students achieved proficiency. The area of greatest need is Physical and Chemical Sciences. Eighth grade students earned four mean points of a possible 14 on Physical and Chemical Sciences. Eighth grade students earned five mean points of a possible 12 on Earth and Space Sciences; five mean points of a possible 13 on Life and Environmental Sciences, and five mean points of a possible 12 on Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, 35 percent of eighth grade students will increase their science content knowledge and scientific thinking skills as evidenced by scoring at a level 3 or higher on the 2008 FCAT Science Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---|------------|----------|-----------------------|--------|
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Incorporate weekly lab activities that will enhance student skills in the following areas: scientific thinking, critical thinking, and reading comprehension. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement use of vertical teaming, whereby teachers across the grade levels articulate the scope and sequence, and monitor student progress. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement CRISS strategies during instructional delivery and all learning tasks. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Conduct IEP meetings at the appropriate time period to monitor the progress of SPED student performance in science. | Administrators; Teachers; ESE Program Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Engage students in science investigations through science projects and exhibits. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Provide a paraprofessional to tutor ELL students who need additional assistance to improve science skills. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Provide a paraprofessional to tutor SPED/EH students who need additional assistance to improve science skills. | Administrators | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize school site reading coaches to coach, model lessons, assist with differentiated instruction, and data analysis. | Administrators; Reading Coaches | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize district-authored Science curriculum pacing guides | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement the continuous improvement model by administering a district-authored diagnostic assessment for eighth graders to be used as a pre/progress/post assessment to track student performance; administering a school-authored diagnostic assessment for sixth and seventh graders to be used as a pre/progress/post assessment to track student performance; and monthly instructional focus calendars to provide differentiated remediation in the classroom. | Administrators; Teachers; CIM Facilitator | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |

Research-Based Programs

Project CRISS, ExploreLearning; Glencoe Science Textbook Series.

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, Data Analysis, Science instructional strategies; District Science Department chair meetings; and Project CRISS.

Evaluation

Results of district quarterly assessments, bi-weekly assessments; school-authored diagnostic, monthly, and quarterly progress, and post assessments, and 2008 FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Increase parental involvement in order to improve student achievement.

Needs Assessment

An analysis of the 2006-07 parental involvement attendance rosters at school-sponsored meetings and parent workshops indicate minimal attendance. Efforts need to be focused to increase participation and support from parents. Based on parent sign-in sheets, an average of 42 parents attended school activities

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 2007-2008 school year by ten percent, as compared to the 2006-2007 school year, as documented by attendance rosters.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--|------------|----------|-----------------------|--------|
| Recruit parents to attend school-related meetings, activities, and The Parent Academy courses. | Administrators; Social Worker; Community Involvement Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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; Social Worker; Community Involvement Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Solicit the support from local businesses provide/donate items for parent-attended functions. | Administrators; Social Worker; Community Involvement Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Utilize the TADL and Connect-Ed system, through the telephone calling post to inform parents of students absences, school information, and special school events. | Administrators; Social Worker; Community Involvement Specialist; Student Services Attendance Clerk | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement the Passport to Success program. | Administrators; Social Worker; Community Involvement Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |

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.

Discipline & Safety Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
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Miami-Dade County Public Schools

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

Discipline & Safety Statement

Implement a schoolwide discipline program to decrease and prevent suspensions, school violence and inappropriate student behaviors, as well as utilize an incentive program to reward appropriate behavior.

Needs Assessment

According to the student case management referrals for inappropriate behaviors, during the 2006-2007 school year, Westview Middle School sustained a high suspension rate. The 2006-2007 School Climate Survey indicated that 64 percent of students stated that they did feel safe at school. Baseline data indicates that during the 2006-2007 school year, 797 suspensions were processed.

Measurable Objective

Using the Positive Behavior Support Program and the utilization of data to target critical discipline and safety issues, the safety PBS committee will use effective strategies to reduce the suspension rate and student case management referrals by ten percent as compared to the 2006-2007 school year.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---|------------|----------|-----------------------|--------|
| Implement and monitor a Transition Academy using Classroom, Inc. program for 6th grade students. | Administrators Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement and monitor the Middle Moves curriculum in correlation with the Classroom, Inc. program for 6th grade students. | Administrators; Teachers Counselors | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement and monitor ongoing counseling services to students to include academic improvement assistance, peer counseling, and drug awareness program. | Administrators; Guidance Counselors ;TRUST Counselor | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Conduct a schoolwide training on the Positive Behavior Support Program; utilize the minor infraction procedures to avoid unnecessary student case management referrals; provide incentives for positive behavior reinforcement; utilize the SWISS data management program to monitor minor and major infractions, target troubled areas, and develop a plan of action. | Administrators; Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement Recapturing the Vision program with selected at-risk female students. | Administrators; Teachers; Counselors | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Implement a peer mediation program for students involved in conflicts. | Administrators; Trust Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |

Research-Based Programs

Positive Behavior Support

Professional Development

Professional development for PBS is as follows: June 2007: Positive Behavior Support (PBS) Team attended a one week-long training on the techniques, and components of PBS. August 2007 – May 2008, 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.

Technology Goal

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

Florida Education Priorities

| | | | | | |
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Miami-Dade County Public Schools

District Strategic Plan

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Technology Statement

Increase students' and teachers' working knowledge base of computer hardware and software.

Needs Assessment

Survey of DellTech Know applicants indicate that 25 students out of 55 students neither had a computer at home, nor a working knowledge of computer hardware and software.

Measurable Objective

Given instruction and hands-on training in basic computer skills, 80% of the twenty-five students participating in a 40-hour introductory computer course will demonstrate competencies as documented by an end of course evaluation.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|-----------------------------|------------|----------|-----------------------|--------|
| Select twenty-five students who meet the criteria for the Dell TechKnow program. | Administrators; Teachers | 10/07 | 5/08 | Other/ Not Applicable | 0 |
| Establish a criterion for participants to maintain throughout the Dell TechKnow program. | Administrators Teachers | 10/07 | 5/08 | Other/ Not Applicable | 0 |
| Train students on basic skills relating to computer hardware and software using refurbished computers; utilization of the Take it apart, Put it together, and Take it home concept. | Administrators; Teacher | 10/07 | 5/08 | Other/ Not Applicable | 0 |
| Train participants to mentor the following group of participants, assisting instructors with future classes, and serve as an assistant teacher for a new group of students. | Administrators; Teachers | 10/07 | 5/08 | Other/ Not Applicable | 0 |
| Provide a meeting for parents to obtain information and commit to support for the program. | Administrators; Teachers | 10/07 | 5/08 | Other/ Not Applicable | 0 |

Research-Based Programs

National Educational Technology Standards (NETS);

Professional Development

Dell Computer Corporation

Evaluation

Successfully demonstrating competencies in a) taking apart and reassembling a computer, 2) loading software, 3) basic hardware upgrades, 4) a working knowledge of the Internet and 5) teamwork and collaboration skills.

Completion of the training program will enable students to earn a computer while learning basic computers skills and computer operation.

Health & Physical Fitness Goal

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

Florida Education Priorities

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Miami-Dade County Public Schools

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Health & Physical Fitness Statement

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

Needs Assessment

Baseline data from the 2005-2006 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 10 percent increase in the number of students achieving silver and gold level status in the annual fitness test in 2007-2008 as compared to 2006-2007.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|----------|-----------------------|--------|
| Continue to participate in intramural sports activities. | Administrators; Physical Education Teacher | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Instruct students on the impact of good nutrition and physical activity on excellent health. | Physical Education Teacher | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Provide progressive physical training for all components of the annual fitness test. | Administrators; Physical Education Teacher | 8/20/2007 | 6/11/08 | Other/ Not Applicable | 0 |
| Require all students to participate in the "mile-run" for 20 minutes of the 100-minute instructional block. | Physical Education Teacher | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |

Research-Based Programs

FITNESSGRAM

Professional Development

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

Evaluation

2008 Annual Fitness Test

Electives & Special Areas Goal

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

Florida Education Priorities

| | | | | | |
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Electives & Special Areas Statement

Increase the number of students participating in schoolwide and district competitions and showcases.

Needs Assessment

Student project submissions have been entered in various contests. Over 60 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

Given instruction in the Sunshine State Standards, at least five students from each elective teacher will be selected and participate in the various competitions and showcases that will be offered at the school and district, during the 2007-2008 school year as documented by participation logs and field trip rosters.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|----------|-----------------------|--------|
| Conduct an annual electives showcase of student work displays. | Electives Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Select and engage Band students in various competitions and showcases of musical performances. | Band Teacher | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Select and engage team sports members in various competitions and showcases of sports activities. | Administrators; Sports Team Coaches | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Select and engage at least five Business Education students in various competitions and in Business Education activities | Business Education Teacher | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Select and engage at least five Computer Education students from each Computer Education teacher, in various competitions and showcases of Computer Education activities. | Computer Education Teachers | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Select and engage at least five Graphic arts students from Graphic arts, in various competitions of Graphic arts activities. | Graphic Arts Teacher | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Select and engage at least five Family and Consumer Science (FCS) students in various competitions and showcases of FCS activities. | Family and Consumer Science Teacher | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| 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 | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |

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.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Westview Middle School will attain a ranking in the 20th percentile statement in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

2003-2004 FLDOE data indicate that Westview Middle School ranked at the 16th percentile on the State of Florida ROI index. This is the only available data. No data is available for the 2006-2007 school year. 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 20th percentile statewide in the ROI index of value and cost effectiveness of its programs.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|----------|-----------------------|--------|
| Review and monitor the use of financial resources and program costs as it relates to school operations. | Principal; Assistant Principals; EESAC | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Work with district budgeting staff to properly allocate resources. | Principal; Assistant Principals | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Increase the number of community business partnering to share use of school facility. | Principal; Assistant Principals; Community Involvement Specialist | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |
| Analyze use of existing resources, and make necessary adjustments to resource base. | PrincipalAssistant Principals | 8/20/07 | 6/11/08 | Other/ Not Applicable | 0 |

Research-Based Programs

N/A

Professional Development

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

Evaluation

Increase of ROI index on the next publication of Westview Middle School's progress towards 20th percentile ranking.

EESAC Compliance

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

Budget:

EESAC members actively engaged 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:



School Improvement Plan

2007-2008



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).

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---------------------------|---------------------|
| Reading | 0 |
| Mathematics | 0 |
| Writing | 0 |
| Science | 0 |
| Parental Involvement | 0 |
| Discipline & Safety | 0 |
| Technology | 0 |
| Health & Physical Fitness | 0 |
| Electives & Special Areas | 0 |
| Return On Investment | 0 |
| Total | 0 |



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent