
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5901 - Carrie P. Meek/Westview Elementary School

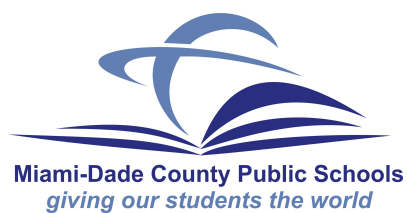
FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Tracey Crews

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Carrie P. Meek/Westview Elementary School

Carrie P. Meek/Westview Elementary School is located on 6.59 acres in northwest Miami-Dade County at 2101 NW 127th Street in a community that comprises single family homes, duplexes, and a large apartment complex five blocks west of the school. This 49 year old building has been retro-wired to provide internet and intranet access to 95 percent of the classrooms. The new wing constructed in 1995, houses the media center with state of the art closed circuit television, four kindergarten classes and a music suite. Three portable classrooms are located on the premises that houses pre-kindergarten, ESOL and one first grade class. The school serves 510 students from the surrounding neighborhood, including standard curriculum students (90 percent), ESE students (2 percent), ESOL students (8 percent) and of this population 91 percent are economically disadvantaged students. The population is multi-ethnic and consists of 88 percent Black, 11 percent Hispanic, and one percent Other. The majority of the Black students are of Caribbean heritage. The mobility rate of the school's population is 35 percent. Carrie P. Meek/ Westview Elementary School will implement the Comprehensive Research-Based Reading Plan (CRRP). In conjunction with CRRP, a school wide Title I Program, and an Exceptional Student Education (ESE) Program, the school offers a variety of other programs to meet the academic and socio-economic needs of the students. The programs are: Academic Excellence Program (AEP), Saturday Academy, an after-school tutorial program, Teaching Enrichment Activities for Minorities (TEAM), Performing Arts Club (PAC), and an after school program supported by the Family Christian Association of America (FCAA) that provides extended care services. Grade level meetings and Academic Leadership Team meetings are held bi-weekly to review, discuss and analyze student data to ensure that benchmarks and sunshine state standards are being met. Grade levels and/or individual teachers meet regularly with the Reading Coach to confer, plan, co-teach, etc. to accomplish the goals and objectives of Just Read! Florida.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percent on the 2006 administration of the FCAT Writing Test as compared to the 2005 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase in the mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 20% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of district approved educational technology programs as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the number of students in grades four and five receiving gold status will increase by 1%.

Given emphasis on the benefits of participating in AEP, the number of students completing the program will increase by 10% during the 2005-2006 school year as compared to the 2004-2005 school year.

Carrie P. Meek/Westview Elementary School will improve its ranking on the State of Florida ROI index publication from the 9th percentile in 2003 to the 14th percentile on the next publication of the index.

The results of the Organizational Performance Improvement snapshots identified process management and strategic planning as areas that need improvement. Items for improvement under process management include collecting data related to student work and the establishment of sound processes for the facilitation, accomplishment, and evaluation of all job targets. Strategic planning weaknesses show a need to involve all stakeholders in cooperative and collaborative planning to ensure that the vision and mission of the school are realized.

During the 2005-2006 school year, the leadership team will implement a plan to improve process management and strategic planning. The three guiding principles of Comer; Consensus, Collaboration and No-Fault will be utilized to facilitate meetings. Awareness is a key issue of strategic planning. Teachers need to see the big picture in terms of progress points being met and provide input to make the organization the best it can be. A scope and sequence/instructional focus calendar was infused for grades 3-5 for reading and mathematics. Teachers will discuss

the weekly benchmarks being taught at the biweekly grade level meetings and brainstorm on how to achieve mastery. Process management will be implemented by utilizing the steps of the Continuous Improvement Model. Teachers need to feel control and ownership over their student's achievement levels. Surveys will be used to assess the effectiveness of improving process management and strategic planning and modifications will be made as needed throughout the 2005-2006 school year.

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.

Carrie P. Meek/Westview Elementary School

VISION

The vision of Carrie P. Meek/Westview Elementary School is to improve the faculty and staff's understanding of child development and to foster a healthy relationship between the school and the home. When expectations are set, students will achieve goals. As educational leaders, we accept the responsibility to prepare all students for mastery of positive social behaviors, attitudes, and lifelong learning skills.

MISSION

The mission of Carrie P. Meek/Westview Elementary School is to collaborate with parents, teachers, faculty, students and the community to provide an atmosphere conducive to the facilitation of learning in a safe environment, rich with opportunities that enhance the total growth of all students, integrate learning technologies, introduce career education, and promote critical thinking. The principal will ensure that strong instructional leadership frames the school's vision and mission to make this a reality.

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

School Demographics

Carrie P. Meek/ Westview Elementary School's faculty and staff believe that all children can succeed, achieve, fly and touch the sky. Therefore, it is our responsibility to ensure that we provide our students with a nurturing, caring, loving and safe environment conducive to learning. It is our intent to mobilize the entire community of adult caregivers, i.e. teachers, administrators, counselors, non-instructional staff, parents and community to support students' holistic development and to affect maximum academic success.

The administration and teachers at Carrie P. Meek/ Westview Elementary School have high expectations for students and believe that all students can learn. Because of the relative number of families in the low income bracket, the students are in need of support to secure the basic resources that will enable them to participate fully in the community. The neighborhood is non-changing and the majority of the students transition to Westview Middle School upon completion of fifth grade. The mobility rate of students attending Carrie P. Meek/Westview Elementary School fluctuates between 35% and 38%. The Parent Teacher Student Association, Community Involvement Specialist, and the Guidance Counselor are integral parts of the Carrie P. Meek/ Westview family, who identify needy families and provide direct support, assistance and references to appropriate Social Services agencies. Additionally, students in need of extra help in mastering the skills taught in the classroom are served through tutorial programs. Many of these students require extensive redirection of unproductive behaviors, which is the responsibility of the members of the Child Study Team, as well as, the entire staff.

Carrie P. Meek/Westview Elementary School provides basic educational services based on the Sunshine State Standards to students in grades pre-kindergarten through five. Additionally, the school has a special unit dedicated to offering services to autistic students. Instruction is provided in traditional classroom settings with the use of Fast Forward, FCAT Explorer, River Deep and Kaplan. School-to-home connections are fostered through access to the school's website, parent orientation and parent workshops designed to keep parents abreast of development and the curriculum in the classrooms.

The school's Leadership Team consists of the principal, assistant principal, the school counselor, the technology facilitator, individual grade level chairs, and the reading coach. The principal encourages teachers to be proactive by increasing their leadership skills through experience and professional development activities. Carrie P. Meek/Westview Elementary School has a committed staff. The school employs a total of 54 full-time staff members and 7 part-time staff members. Of this multi-ethnic group, two are administrators, 29 classroom teachers, 3 exceptional education teachers, 1 ESOL teacher, 1 art teacher, 1 music teacher, 1 Spanish teacher, 2 physical education teachers, 1 media specialist, 1 guidance counselor, 1 reading coach, 4 paraprofessionals, 3 full time custodians, 2 part-time custodians, 8 cafeteria workers and 5 clerical employees. Of the teaching staff, 3 percent are new to the school with the average length of time teaching in Florida of one year.

The expectations of the community are to link parents and their children together to enhance the learning environment. Each year, the PTSA and the school, in a joint venture, sponsor a Literacy Fair/Potluck Dinner. The entire neighborhood is invited and parents are encouraged to bring their favorite meal. At the opening of school parent orientation meetings, families are asked to complete a survey detailing services they would like to see added at the school. The input from this event is categorized and programs and workshops are prepared based on information received. Past events have been field day, reading and mathematics workshops, Reading Under the Stars, computer literacy classes, tutorial services and the Washington Mutual Parent Resource Center.

Carrie P. Meek/Westview Elementary School enjoys a collaborative relationship with Washington Mutual which has provided funding for the Parent Resource Center and student/teacher incentives. Additionally, Washington Mutual has assisted the school in establishing the Stingers Savings Bank at the school site. On bank day, students are able to deposit funds into their savings accounts. Each student receives a monthly bank statement in his/her name. An account can be opened with \$1.00 and deposits are made weekly. The Family Christian Association of America (FCAA) provides low cost quality childcare in an after-care program

at the school site. The Tri-Community Homeowners Association uses the cafeteria as their meeting place. Volunteers from the association serve as mentors and readers for our students. The Carrie P. Meek Foundation is a new partnership for the Stinger Family. This organization will assist with parent involvement activities. Carrie P. Meek/Westview Elementary School maintains a commitment to address the needs of its stakeholders.

The Carrie P. Meek/Westview Elementary School family will continue to be a Comer School for the 2005-2006 school year. The Comer Child Development Process is a comprehensive educational reform model based on the principles of child, adolescent and adult development. The three guiding principles are consensus, collaboration, and no-fault. The child is the center of the school and we apply the principles of child and adolescent development to every aspect of schooling, from relationships and climate, to academic planning and programs. We feel that these beliefs are the motivation for all endeavors undertaken by the school. This program will also assist the school in making better programmatic and curriculum decisions based on students' needs and developmental principles. Carrie P. Meek/Westview Elementary School received a Washington Mutual/Educational Fund Grant to establish a Parent Resource Center to increase parental involvement. The Title I funds are used to support the parent center and to support the school's instructional program.

School Foundation

Leadership:

The results of the Organizational Performance Improvement Snapshot identified Leadership as the highest ranking category in the survey. At Carrie P. Meek/Westview Elementary, the Leadership Team meets on a monthly basis to discuss the needs of the school and disaggregate data to drive instruction. The grade level learning community meetings are held bi-weekly to ensure that all goals and objectives as detailed in the School Improvement Plan are being implemented.

District Strategic Planning Alignment:

District Strategic Planning Alignment scored 4.3 on the Organizational Performance Improvement Snapshot. At Carrie P. Meek/Westview Elementary, the EESAC committee and Academic Leadership Team develop the goals and objectives of the school based on the needs of the students. The draft of the objectives and goals were also presented at the October Faculty Meeting to the entire staff to identify if revisions needed to be made and ensure that strategic goals/objectives were aligned with those of the district.

Stakeholder Engagement:

The results of the Organizational Performance Improvement Snapshot identified two areas for improvement; process management and strategic planning. Process management and strategic planning are dually important with making sure Carrie P. Meek/Westview Elementary achieves customer satisfaction.

Faculty & Staff:

Faculty & Staff scored 4.4 on the Organizational Performance Improvement Snapshot. Carrie P. Meek/Westview Elementary School follows the Comer process and the three guiding principles: collaboration, consensus and no-fault. The Academic, Social and Parent Involvement Committees meet monthly to plan activities and initiatives to meet the needs of the school.

Teacher Mentoring Programs:

Carrie P. Meek/Westview Elementary School provides assistance and mentoring to teachers new to the school and teachers needing additional help. Each new teacher is provided a Professional Growth Team (PGT) and a mentor teacher. The PGT and the mentor teacher meet frequently with teachers providing valuable input to increase instructional proficiency. A new teacher meeting is held twice a month with the administration and Reading Coach to review pertinent information, assist with questions and other needs of teachers. This meeting is for all new teachers as well as teachers new to Carrie P. Meek/Westview Elementary School. The Reading Coach, mentor teacher, and the administration facilitate modeling of all components of the CRRP and other subject areas to assist the teachers who need support in developing instructional techniques.

Data/Information/Knowledge Management:

The results of the Organizational Performance Improvement Snapshot indicates that teachers use data to drive instruction in their classrooms. This area scored a 4.5 on the snapshot. Teachers utilize the Student Performance Indicator (SPI) screen to analyze student performance on the 2004-2005 FCAT. This data provides a starting point of where instruction needs to begin. DIBELS, Star and Edusoft assessments are used to monitor progress and identify

benchmarks needing remediation.

Education Design:

Education Design rendered high results on the Organizational Performance Improvement Snapshot.

At Carrie P. Meek/Westview Elementary, this section will delineate processes that drive the function of the school.

Extended Learning Opportunities:

Carrie P. Meek/Westview Elementary School provides the following Extended Learning Opportunities for the regular ESE and ESOL population:

- 1) After school tutorial program for students in grades 2-5 identified as FCAT Levels 1, 2, and 3 and Stanine 1-4 on the Stanford Achievement Test (SAT).
- 2) Saturday Academy-tutorial program for students who are unable to attend tutoring during the week.
- 3) Academic Excellence Program (AEP) - after school program for students in grades two through five that focuses on Journalism.

Performance Results:

Performance Results scored 4.3 on the Organizational Performance Improvement Snapshot. At Carrie P. Meek/Westview Elementary, the targeted population for Extended Learning Opportunities continue to show measurable results.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

Student achievement for all subgroups, in reading, will increase annually.

Needs Assessment

An assessment of data reveals that 39 percent of students in grades three through five are reading below grade level. Twenty-one percent of the students are at FCAT Level 1 and require additional intensive instruction in all benchmarks. An analysis of the 2005 FCAT Reading scores indicate:

*Third grade was the lowest performing in reading with 43% at Level 3 or above, fifth grade scoring 62% at Level 3 or above, and grade four scoring 72% at level 3 or above.

*72% of the students in third, fourth and fifth grade made learning gains in reading.

*57% of the lowest 25% in grades three, four and five made adequate progress.

* Student participation rate was 100%.

*All of the subgroups made AYP for the 2005 FCAT Reading Assessment. The assessment also uncovered needs which include, but are not limited to, the following: 1) the need for an instructional initiative which promotes vocabulary school wide and promotes reading comprehension; and 2) the need for instructional frameworks which focus on differentiated instruction to increase student achievement in reading.

An assessment of current DIBELS data reveals that 49% of the students in K-3 are at risk of achieving basic literacy skills. 23% require immediate intensive intervention.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assess student progress utilizing STAR Test (grades two through five), DIBELS (grades kindergarten through five) and Edusoft Tests to ensure continuous progression in all benchmarks.	Principal Assistant Principal Reading Coach Technology Facilitator	9/05/2005	05/06/2005
Implement parent workshops to provide all parents with strategies and activities to assist students in reading documented by sign-in logs.	Principal Assistant Principal Reading Coach Community Involvement Specialist	09/05/2005	05/06/2006
Identify a target group of students, in all subgroups (30 percent of the school) comprising the lowest scoring on the FCAT Reading Test and SAT 9 in grades two through five to identify strengths and enhance reading skills.	Principal Assistant Principal Reading Coach	09/05/2005	05/06/2006
Implement the Plan-Do- Study- Act Cycle for all students to ensure student achievement in reading.	Principal Assistant Principal Reading Coach Technology Facilitator	9/5/2005	05/06/2006
Implement Voyager Extended Day, Soar to Success, Kaplan Reading Programs with a focus on the Sunshine State Standards with identified Tier 2 and 3 students to enhance reading skills. These programs will also be utilized during the After School Tutoring Program and Saturday Academy.	Principal Assistant Principal Reading Coach Technology Facilitator	09/05/2005	05/06/2006

Research-Based Programs

Houghton-Mifflin Reading Series, Voyager Extended Day, Voyager Passport, Early Success, and Soar to Success.

Professional Development

Staff development will be provided by district and school support personnel. All teachers will receive professional development on the district's Comprehensive Research-based Reading Plan (CRRP), Reciprocal Teaching Strategies, and Best Practices. All professional development will include follow-up activities of newly learned techniques to ensure proper implementation.

Evaluation

The objective will be evaluated by formal data which includes: 1) 2006 FCAT Results, 2) District Assessments, 3) Edusoft/Examview Assessments, 4) FCAT Testmaker, 5) DIBELS, and 6) Informal and formal assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Student achievement for all subgroups, in mathematics, will increase annually.

Needs Assessment

An assessment of data reveals that 41% of students in grade three through five are below grade level in mathematics. 21% of the students are at FCAT Level 1 and require additional intensive instruction in all areas (i.e. Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis). In addition to the one hour mathematic block, each student will receive additional time on the computer utilizing Riverdeep, Assess2learn, and FCAT Explorer.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify a target group of students in all subgroups, (30 percent of the school) comprising the lowest scoring on the FCAT Mathematics Test and SAT-9 in grades two through five to meet individual needs and reinforce classroom instruction.	Principal Assistant Principal Grade Level Chairperson	09/05/2005	05/06/2006
Implement parent workshops to provide all parents with strategies and activities to assist students in mathematics.	Principal Assistant Principal	09/05/2005	05/06/2006
Implement the Plan-Do- Study- Act Cycle for all students to ensure student achievement in mathematics.	Principal Assistant Principal	9/5/2005	05/06/2006
Implement "Math Attack," timed activities that develop speed and accuracy through daily reinforcement of mathematics application skills to kindergarten through fifth grade.	Principal Assistant Principal	09/05/2005	05/06/2006
Implement Examview weekly mathematics tests that correlate with the school wide scope and sequence/instructional focus calendar.	Principal Assistant Principal Technology Facilitator	10/24/2005	05/06/2006
Continue to utilize Voyager Extended Day tutorial materials for students in grade two through five to increase mathematics skills. These programs will also be utilized during After School Tutoring and Saturday Academy.	Principal Assistant Principal	09/05/2005	05/06/2006

Research-Based Programs

Harcourt Mathematics Florida Edition for grades K-4, Scott Foresman for grade 5, Voyager Extended Day

Professional Development

Staff development will be provided by district and school support personnel. Teachers participate in workshops in the areas of Riverdeep Mathematics, FCAT Testmaker, SPI, and FCAT Explorer. Teachers new to the school receive training on the mathematical strands. Professional development will include follow-up activities of newly learned techniques to ensure proper implementation.

Evaluation

This objective will be evaluated by formal data that includes: 1) 2006 FCAT Mathematics Test, 2) Edusoft/Examview Assessments, 3) District Assessments, 4) FCAT Testmaker, and 5) Formative assessments will also be used to monitor progress for this objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Student achievement for all subgroups, in writing, will increase annually.

Needs Assessment

An analysis of the 2005 FCAT SSS Writing indicates:

- 72% of the fourth grade students scored a 3.5 or higher
- AYP was not met for the total subgroup.
- Participation rate was 100%

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percent on the 2006 administration of the FCAT Writing Test as compared to the 2005 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do- Study- Act Cycle for all students to ensure student achievement in writing.	Principal Assistant Principal Reading Coach Grade Level Chairperson	09/05/2005	05/06/2006
Maintain weekly grade level team teaching Writing Institute involving third and fourth grade students to provide additional support for writing instruction.	Principal Assistant Principal Reading Coach	09/05/2005	05/06/2006
Maintain a monthly writing sample for Kindergarten through fifth grade students to monitor the stages of writing and develop a student portfolio.	Principal Assistant Principal Reading Coach	09/05/2005	05/06/2006
Continue to implement a scope and sequence for writing in which each grade level concentrates on vivid verbs, sentence variety, writing pictures and magnified moments to provide additional support for writing instruction.	Principal Assistant Principal Reading Coach	09/05/2005	05/06/2006
Implement a school-wide writing block to assist all subgroups with writing.	Principal Assistant Principal Reading Coach	09/5/2005	5/6/2006
Implement a Spring Literacy Fair for Kindergarten through fifth grade students that will include samples of students' writing collected throughout the school year by the classroom teacher to show stages of writing development.	Principal Assistant Principal Reading Coach	09/05/2005	05/06/2006

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Professional development will be provided by school and district support personnel. All teachers will be trained in effective writing strategies and holistic scoring. Professional development will include follow-up activities of newly learned techniques to ensure proper implementation.

Evaluation

The objective will be evaluated by formal data that includes: 1) 2006 FCAT Writing Results, 2) Monthly Assessment – site prepared, 3) Pre/Post Assessments-District Prepared

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Student achievement for all subgroups, in science, will increase annually.

Needs Assessment

An analysis of data reveals that 57 percent of students in grade five are at or above the mean scale score of 280. 43 percent of the students require additional FCAT instruction in all areas (i.e. Physical and Chemical, Earth and Space, Life and Environmental and Scientific Thinking). Blast-Off Science and Science Coach will be used to increase achievement in Science.

The mean points earned by students are as follows:

53% of the mean points were earned in the Physical and Chemical Strand

46% were earned in the Earth and Space Strand

53% were earned in the Life and Environmental Strand

50% were earned in Scientific Thinking Strand

Improvement is needed in all strands to achieve a goal of the mean score at 60 percentile or above.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase in the mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement biweekly collaborative planning within each grade level focusing on identified benchmarks and strategies to analyze student achievement.	Principal Assistant Principal	09/05/2005	05/06/2006
Implement the Plan-Do-Study-Act Instructional Cycle for students' knowledge of science to ensure all Sunshine State Standards are being taught through content area instruction.	Principal Assistant Principal	09/05/2005	05/06/2006
Develop a grade level scope and sequence for kindergarten through grade five that identifies the science strands.	Principal Assistant Principal	09/05/2005	05/06/2006
Implement parent workshops to provide all parents strategies to assist students with hands-on science activities.	Principal Assistant Principal Community Involvement Specialist Math/Science Facilitator	9/5/2005	05/06/2006
Utilize Examview Science to assess students understanding of the science strands.	Principal Assistant Principal Technology Facilitator	10/24/2005	05/06/2006
Conduct monthly science projects utilizing the scientific process for students in grades two through five.	Principal Assistant Principal Mathematics/ Science Facilitator Grade Level Chairperson	10/24/05	05/06/2006

Research-Based Programs

Harcourt Brace Science

Professional Development

Staff development will be provided by district and school support personnel. Teachers will participate in workshops in the areas of the eight strands, data analysis through Student Performance Indicators (SPI) and Best Practices in Science. Professional development will include follow-up activities of newly learned techniques to ensure proper implementation.

Evaluation

The objective will be evaluated utilizing formal data that includes: 1) 2006 FCAT Results, 2) Edusoft/Examview Science Assessments 3) bi-monthly assessments-site prepared, 4) Harcourt Brace Science Chapter Tests.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Parent involvement and improved home/school communication will improve annually.

Needs Assessment

Results of the parent workshops held during the 2004-2005 school year indicate 52 percent of the parents are in attendance at the workshops. Emphasis will be placed on increasing the number of parents who volunteer their services at the school and visit the Parent Resource Center. An effort will be made to increase participation of parents throughout the school.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to provide home visits with home learning packages to foster communication between the home and school.	Principal Assistant Principal Community Involvement Specialist	09/05/2006	05/06/2006
Continue morning coffee with the administration to allow the parents to chat informally with the administration and to communicate their concerns.	Principal Assistant Principal Community Involvement Specialist	09/05/2005	05/06/2006
Implement the Plan-Do-Study-Act Instructional Cycle by analyzing parental involvement data on a quarterly basis in order to target parents for parental involvement activities.	Principal Assistant Principal Community Involvement Specialist	9/5/2005	05/06/2006
Implement parent workshops to provide all parents with strategies to assist students in Reading, Writing, Mathematic and Science.	Principal Assistant Principal Community Involvement Specialist Reading Coach Technology Facilitator Math/Science Facilitator	09/05/2005	05/06/2006
Implement a "Potluck Dinner" during the Spring Literacy Fair to foster parental involvement and to showcase students' accomplishments in writing and reading for kindergarten through fifth grade.	Principal Assistant Principal Community Involvement Specialist Reading Coach	09/05/2005	05/06/2006
Continue Mathematics/Science Family Jeopardy Night for students in grades three through five to reinforce mathematic/science skills.	Principal Assistant Principal Community Involvement Specialist Math/Science Facilitator	12/05/2005	05/06/2006

Research-Based Programs

Not Applicable

Professional Development

Continue to provide workshops that model the Plan-Do-Study-Act-Cycle and the parent involvement component of the Comer Child Development Process in terms of increasing parental involvement.

Evaluation

This objective will be evaluated by parent sign-in sheets at all activities. Monthly reports will provide assessment data which will be used to monitor progress toward this objective.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Student behavior for all subgroups will improve.

Needs Assessment

Suspensions for the 2005-2006 school year will decrease by 20% as compared to the number of suspensions that occurred during the 2004-2005 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 20% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the Suspension Report to modify classroom interventions.	Principal Assistant Principal Counselor	09/05/2005	05/06/2006
Use verbal and non-verbal techniques to correct behavior problems.	Principal Assistant Principal Grade Level Chairperson	09/05/2005	05/06/2006
Place student on daily progress report utilizing student agenda.	Principal Assistant Principal Grade Level Chairperson	09/05/2005	05/06/2006
Contact parent and/or hold student/parent conference or Teacher/Parent conferences.	Principal Assistant Principal Counselor Grade Level Chairperson	09/05/2005	05/06/2006
Develop classroom rules during first week of school based on the Code of Student Conduct and consistently reinforce them throughout the school year.	Principal Assistant Principal Grade Level Chairperson	09/05/2005	05/06/2006
Issue behavioral contracts; provide on-going weekly and/or group counseling centered around Character Education.	Principal Assistant Principal Counselor	09/05/2005	05/06/2006

Research-Based Programs

Not Applicable

Professional Development

Continue to provide workshops on classroom management through the Discipline Protocol Plan established at the school site. All professional development will include follow-up activities of newly learned techniques to ensure proper implementation.

Evaluation

Results of the 2005-2006 Student Case Management System Executive Summary.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Student use of educational technology will increase.

Needs Assessment

During the 2005-2006 school year, students in grades 2 -5 use of Accelerated Reader (TM) will increase by 10% as compared to usage during the 2004-2005 school year.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of district approved educational technology programs as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide classroom and individual incentives based on participation in the Accelerated Reader program.	Principal Assistant Principal Technology Facilitator Grade Level Chairperson	09/05/2005	05/06/2006
Monitor biweekly and monthly Accelerated Reader reports to ensure active participation in the program.	Principal Assistant Principal Technology Facilitator Grade Level Chairperson Reading Coach	09/05/2005	05/06/2006
Establish the use of a school wide reading log for both primary and intermediate grade groups.	Principal Assistant Principal Technology Facilitator Reading Coach	09/05/2005	05/06/2006
Use a goal-setting chart to help plan goals for students based on their reading levels and amount of daily reading practice.	Principal Assistant Principal Grade Level Chairperson	09/05/2005	05/06/2006
Implement parent workshops that focus on technology programs utilized at the school site.	Principal Assistant Principal Technology Facilitator Grade Level Chairperson	09/05/2005	05/06/2006
Establish a school-based technology team to discuss and implement ways to successfully integrate technology across the curriculum.	Principal Assistant Principal Technology Facilitator	09/05/2005	05/06/2006

Research-Based Programs

Not Applicable

Professional Development

School-site and district held educational technology related trainings.

Evaluation

2005-2006 Accelerated Reader report.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Carrie P. Meek/Westview Elementary School is committed to providing students the opportunity to attain their optimal level of fitness in a continuous carefully planned program of age appropriate physical activities.

Needs Assessment

According to the FITNESSGRAM Test data, 71% of the students in grade four and five received the gold award.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the number of students in grades four and five receiving gold status will increase by 1%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote healthy eating discussions during science lessons.	Principal Assistant Principal Math/Science Facilitator	09/05/2005	05/06/2006
Develop contingency plans during inclement weather to address fitness and health.	Principal Assistant Principal	09/05/2005	05/06/2006
Utilize FITNESSGRAM pre/post test results to guide physical fitness activities.	Principal Assistant Principal	09/05/2005	05/06/2006
Promote reading and mathematics materials which address fitness through differentiated instruction.	Principal Assistant Principal Math/Science Facilitator	09/05/2005	05/06/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Principal Assistant Principal	09/05/2005	05/06/2006

Research-Based Programs

Not Applicable

Professional Development

Continue to provide professional development regarding the National Standards for Physical Education. All professional development will include follow-up activities of newly learned techniques to ensure proper implementation.

Evaluation

The results of the 2005-2006 FITNESSGRAM Test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

To maintain student participation in the Academic Excellence Program (AEP).

Needs Assessment

Teacher survey of students during the 2004-2005 school year indicated a lack of interest in the Academic Excellence Program.

Measurable Objective

Given emphasis on the benefits of participating in AEP, the number of students completing the program will increase by 10% during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a monthly competition to increase student attendance in the AEP program.	Principal Assistant Principal Reading Coach	09/05/2005	05/06/2006
Students participate in differentiated lessons to promote critical and creative thinking; needed to research various topics.	Principal Assistant Principal Reading Coach	09/05/2005	5/6/2006
Students keep a portfolio of written work.	Principal Assistant Principal	09/05/2005	05/6/2006
Students research and write about interesting topics.	Principal Assistant Principal	09/05/2005	05/06/2006
Students will participate in cooperative learning projects, to write a story, skit, play, or newsletter.	Principal Assistant Principal Reading Coach	09/05/2005	05/6/2006
Students develop, write, publish and/or perform an original presentation.	Principal Assistant Principal Reading Coach	09/05/2005	05/6/2006

Research-Based Programs

Not Applicable

Professional Development

The Division of Advanced Academic Programs provides appropriate professional development for the journalism component.

Evaluation

The objective will be evaluated by comparing the number of students in attendance in the AEP program for the 2005 -2006 school year as compared to the number of students in attendance in AEP for the 2004-2005.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

Carrie P. Meek/Westview Elementary School will rank toward reaching the 90th percentile statewide in the Return On Investment (ROI) Index as it relates to the value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FDLOE indicate that in 2003, Carrie P. Meek/Westview Elementary School ranked at the 9th percentile on the State of Florida ROI index.

Measurable Objective

Carrie P. Meek/Westview Elementary School will improve its ranking on the State of Florida ROI index publication from the 9th percentile in 2003 to the 14th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal Treasurer	08/05/2005	05/06/2006
Collaborate with the district on resource allocation.	Principal Treasurer	08/05/2005	05/06/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Treasurer	08/05/2005	05/06/2006
Consider shared use of facilities, partnering with community agencies.	Principal Treasurer	08/05/2005	05/06/2006

Research-Based Programs

Not Applicable

Professional Development

The Principal and Treasurer will attend Money Matters during the 2005-2006 school year.

Evaluation

On the next State of Florida ROI index publication, Carrie P. Meek/Westview Elementary will show progress toward reaching the 14th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

The EESAC budget was reviewed at the beginning of each monthly meeting. Proposals with rationales were brought to EESAC to discuss and vote on by EESAC membership for approval at each meeting.

Training:

EESAC members followed the guidelines put forth by the Office of Performance Improvement. Additionally, the EESAC Chairperson or delegated member attended School Improvement Planning meetings. The principal shared all correspondence related to EESAC issues and budget with the EESAC Chairperson and EESAC members.

Instructional Materials:

The EESAC reviewed acceptable instructional materials according to guidelines set forth by the District. It is the intent of EESAC to monitor and implement the School Improvement Plan with compliance to District guidelines.

Technology:

EESAC supported the efforts at Carrie P. Meek/Westview Elementary School to increase the use of technology throughout the curriculum. The core reading series is a site used frequently by reading teachers. Data is compiled for the staff using District approved internet sites. Technology use by the students and staff was implemented to group students in appropriate levels to insure subject mastery.

Staffing:

EESAC supported the efforts to attract and retain highly qualified teachers and paraprofessionals. The Principal, EESAC members, and members of the Leadership Team attended the Miami Central Feeder Pattern articulation meetings to address student achievement.

Student Support Services:

EESAC values Student Support Services and its members worked closely with the school counselor, staffing specialist and school psychologist to ensure that all students accessed all academic opportunities in place at the school site.

Other Matters of Resource Allocation:

Student attendance increased over time with the assistance of EESAC. EESAC provided student incentives.

Benchmarking:

EESAC supported all Sunshine State Standards, and complied in its enforcement of a School Board approved School Improvement Plan (SIP). EESAC members worked with the administrative team and staff to develop and implement the SIP. The EESAC reviewed objectives and strategies regularly and made recommendations accordingly.

School Safety & Discipline:

EESAC supported and encouraged all stakeholders to strive for a safe environment, and enforce the Student Code of Conduct.

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

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

Required Signatures:

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