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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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

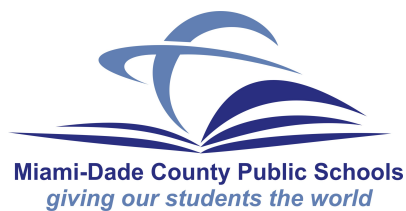
*FeederPattern:* Miami Central Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Tracey Crews

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Carrie P. Meek/Westview Elementary School*

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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. One portable classroom is located on the premises that houses pre-kindergarten students. Two portables are scheduled to be demolished. The school serves 467 students from the surrounding neighborhood, including standard curriculum students (84 percent), Special Education (SPED) students (seven percent), Limited English Proficient (LEP) students (nine percent) and of this population 91 percent are economically disadvantaged students. The population is multi-ethnic and consists of 88 percent African American, 11 percent Hispanic, and one percent Other. The majority of the African American 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 a Special Education (SPED) 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, a before/after-school tutorial program, Teaching Enrichment Activities for Minorities (TEAM), Art Club, Singing Stingers and an after school program supported by the Family Christian Association of America (FCAA) that provides extended care services. Grade level learning community 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 2007 administration of the FCAT Reading Test, as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, at least 50% of students in the lowest 25% will make learning gains in reading on the 2007 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 2007 administration of the FCAT Mathematics Test, as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2007 administration of the 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 of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to 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 from the 2005-2006 school year to the 2006-2007 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2006-2007 school year, as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students in grades 1-5 will score an average of 80% correct on all Accelerated Reader Tests during the 2006-2007 school year, as compared to the 2005-2006 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% during the 2006-2007 school year.

Given emphasis on the benefits of participating in Academic Excellence Program (AEP), the number of participating in the program will increase by 10% during the 2006-2007 school year as compared to the 2005-2006 school year.

Carrie P. Meek/Westview Elementary School will improve its ranking on the State of Florida ROI index publication from the 35th percentile in the 2004-2005 school year to the 36th percentile on the next publication of the index.

The results of the Organizational Performance Improvement snapshots identified process management and business results 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. Business results show a need to include all stakeholders in the dissemination of financial processes to ensure the mission and vision of the school are realized.

During the 2006-2007 school year, the leadership team will implement a plan to improve process management and business results. The three guiding principles of Comer; Consensus, Collaboration and No-Fault will be utilized to

facilitate meetings. Awareness is a key issue of business results. Through EESAC, teachers have the ability to review the financial processes at the school site. Staff need to feel empowered to complete requirements for high quality and excellence and ensure job targets are being met. Additionally, the staff needs to feel their time and talents are utilized toward increasing the standards to enhance student achievement. An instructional focus calendar was infused for grades K-5 for reading and mathematics, and grade 5 for science. Teachers will discuss the weekly benchmarks being taught at the biweekly grade level meetings and brainstorm how to achieve mastery. Process management will be implemented by utilizing the steps of the Continuous Improvement Model. Teachers need to be in control and develop ownership over their student's achievement levels. Surveys will be used to assess the effectiveness of improving process management and business results, and modifications will be made as needed throughout the 2006-2007 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*

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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. They identify needy families and provide direct support, assistance and referrals to the appropriate Social Service agencies. Additionally, students in need of extra help in mastering the skills taught in the classroom are served through interventions and tutorial programs. Students in need of extensive redirection in reading and mathematics, is supported by the School Support 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 and technology is integrated with the use of Fast Forward, FCAT Explorer, River Deep, Reading Plus and Academy of Reading. School-to-home connections are fostered through Connect Ed, access to the Parent Portal, school's website, orientation, parent teacher conferences and workshops. These resources are 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, Title I reading coach, and Reading First 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 seven part-time staff members. Of this multi-ethnic group, two are administrators, 26 classroom teachers, three special education teachers, one LEP teacher/Spanish Teacher, one art teacher, one music teacher, two physical education teachers, one media specialist, one guidance counselor, two reading coaches, four paraprofessionals, four full time custodians, eight cafeteria workers and five clerical employees. Of the teaching staff, 29 percent are new to the school with the average length of time teaching in Florida of one year.

The goal of the school is 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/Spaghetti Dinner. The entire neighborhood is invited and parents are encouraged to bring their favorite dessert. 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 encouraged 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 2006-2007 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*

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## ***Leadership:***

The results of the 2006-2007 Organizational Performance Improvement Snapshot identified Leadership as the highest ranking category in the survey with a score of 4.6. 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 4.4 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 will be presented at the September 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(4.2) and business results (4.3). Process management and business results are dually important with ensuring Carrie P. Meek/Westview Elementary takes a holistic approach to reinforcing the vision and mission of the school are realized.

## ***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 Comprehensive Research Based Reading Program (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 2005-2006 FCAT. This information is used to target

students and provide interventions and differentiated instruction as needed. DIBELS, Star, District Interim Assessments and bi-weekly 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.
- 4) Before School Tutoring- tutorial program for Tier 2 and Tier 3 students.

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

Performance Results scored 4.5 on the Organizational Performance Improvement Snapshot. At Carrie P. Meek/Westview Elementary, the targeted population for Extended Learning Opportunities continue to show measurable results. Additionally, students in grades K-5 are provided assistance through pull-out tutoring within the school day. Bi-weekly results are reviewed by the leadership team to ensure improvement is taking place.

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

### **GOAL 1 STATEMENT:**

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

### **Needs Assessment**

An assessment of data reveals that 40 percent of students in grades three through five are reading below grade level. Twenty-nine percent of the students are at FCAT Level 1 and require additional intensive instruction in all benchmarks. An analysis of the 2006 FCAT Reading scores indicate:

\*Fifth grade was the lowest performing in reading with 47% at Level 3 or above, fourth grade scoring 56% at Level 3 or above, and grade three scoring 55% at Level 3 or above.

\*Fifty-seven percent of the students in third, fourth and fifth grade made learning gains in reading.

\*Forty-Four percent of the lowest 25% in grades three, four and five made learning gains.

\* Student participation rate was 100%.

\*All of the subgroups made AYP for the 2006 FCAT Reading Assessment. Data from the 2006 Florida Comprehensive Assessment Test (FCAT) indicate the content mean percentage correct for the following grade groups:

Third grade student performance on the following benchmarks: Words and Phrases (57%), Main Idea/Purpose (55%), Comparison/Contrast (50%), Reference/Research (50%).

Fourth grade students performed the following benchmarks: Words and Phrases (67%), Main Idea/Purpose (55%), Comparison/Contrast (59%), Reference/Research (50%).

Fifth grade student performance on the following benchmarks: Words and Phrases (57%), Main Idea/Purpose (59%), Comparison/Contrast (60%), Reference/Research (67%).

An analysis of 2005-2006 Peabody Outcome Measure revealed that 78% of the students in grades K-3 are at risk of achieving basic literacy skills.

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 checked="" 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 2007 administration of the FCAT Reading Test, as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, at least 50% of students in the lowest 25% will make learning gains in reading on the 2007 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the Plan-Do- Study- Act Cycle for all students to ensure student achievement in reading.	Principal Assistant Principal Reading Coach Technology Facilitator	08/24/2006	05/30/2007	Continuous Improvement Model	\$0.00
Identify a target group of students, in all subgroups ( 35 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 Counselor	08/24/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Voyager Passport, 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	09/05/2006	05/30/2007	District Strategic Plan	\$6500.00
Assess student progress utilizing STAR Test (grades two through five), DIBELS (grades kindergarten through five) and Edusoft aligned assessments to ensure continuous progression in all benchmarks.	Principal Assistant Principal Reading Coach Technology Facilitator	08/24/2006	05/30/2007	District Strategic Plan	\$1500.00
Provide common grade level planning time at all levels to enable teachers to analyze data to	Principal Assistant Principal	8/24/2006	5/30/2007	District Strategic Plan	\$0.00

drive instruction.	Reading Coach Grade Level Chairperson				
Utilize Reading Plus as an intervention tool for all students in grades three through five. The program will be used to target individualized reading instruction in the five critical elements of reading.	Principal Assistant Principal Reading Coach Teachers	10/2/2006	5/30/2007	District Strategic Plan	\$13000.00
Provide daily home learning activities to reinforce targeted skills and to improve student performance in reading.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide professional development based on student performance and data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.	Principal Assistant Principal Reading Coach Technology Facilitator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement a Classroom Walk-through schedule to ensure that all Guided Reading components are implemented and accurately delivered.	Principal Assistant Principal Reading Coach Counselor	8/24/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an uninterrupted daily two-hour block in reading utilizing Houghton Mifflin for students in grades k-5, through a differentiated approach based on reading assessment data using bi-weekly assessments.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement Before School, After School, and Saturday Academy to assist Level 1 and Level 2 students in achieving learning gains in reading.	Principal Assistant Principal Reading Coaches Technology Facilitator Counselor	8/24/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Houghton-Mifflin Reading Series

STAR

Accelerated Reader

Voyager Extended Day

Voyager Passport

Early Success

Soar to Success

Reading Plus

Academy of Reading

## **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. Beginning teachers and/or teachers new to the school or grade will receive continuous training and mentoring by the reading coaches and the professional growth team. All professional development will include follow-up activities of newly learned techniques to ensure proper implementation. The following professional development activities will be conducted:

Becoming Effective Active Readers (B.E.A.R.)

Developing Readers and Writers (D.R.A.W.)

Differentiated Instruction

Houghton-Mifflin (K-6)

Project OWL(Openings Worlds of Literature)

Project Right Beginnings

## **Evaluation**

The objective will be evaluated by formal data which includes: 1) 2007 FCAT Results, 2) District Interim Assessments, 3) FCAT Testmaker 4) Diagnostic Assessment of Reading (DAR) (as needed), 5) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (three times yearly), 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 students, in mathematics, will increase annually.

### ***Needs Assessment***

An assessment of data reveals that 44% of students in grade three through five are below grade level in mathematics. twenty-one% 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). An analysis of the 2006 FCAT Mathematics scores indicate:

Third grade students performed the following strands: Number Sense(50%), Measurement(50%), Geometry and Spatial Sense(71%), Algebraic Thinking(67%), and Data Analysis and Probability(43%).

Fourth grade students performed the following strands: Number Sense(55%), Measurement(63%), Geometry and Spatial Sense(57%), Algebraic Thinking(57%), and Data Analysis and Probability(57%).

Fifth grade students performed the following strands: Number Sense(38%), Measurement(36%), Geometry and Spatial Sense(46%), Algebraic Thinking(45%), and Data Analysis and Probability(42%).



NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 grades three through five will increase by 5% their mathematics skills on the 2007 administration of the FCAT Mathematics Test, as compared to the 2006 administration of the FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement monthly parent workshops to provide all parents with strategies and activities to assist students in mathematics.	Principal Assistant Principal	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Implement "On Target," mathematics activities that provide daily reinforcement of all mathematics standards to third through fifth grade.	Principal Assistant Principal	08/24/2006	05/30/2007	District Strategic Plan	\$0.00
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	08/24/2006	05/30/2007	District Strategic Plan	\$0.00
Implement "On Target" bi-weekly mathematics assessments to monitor student progress.	Principal Assistant Principal Technology Facilitator	08/24/2006	05/30/2007	District Strategic Plan	\$0.00
Use the Continuous Improvement Model to organize bi-weekly leadership learning community meetings in order to guide instruction and facilitate collection and disaggregation of data, establishment of a timetable, instructional focus, formative assessments, interventions through tutorials, and program monitoring to meet the individual needs of the students.	Principal Assistant Principal	8/24/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue to utilize Voyager Extended Day and other supplemental intervention 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	09/15/2006	05/30/2007	District Strategic Plan	\$5000.00

Provide common grade level planning time at all levels to enable teachers to analyze data that will drive instruction by utilizing the Harcourt Brace and Scott Foresman Mathematics series.	Principal Assistant Principal	8/24/2006	5/30/2007	District Strategic Plan	\$0.00
Provide before-school tutoring for students in the lowest 25 percentile utilizing the web-based Academy of Reading intervention program.	Principal Assistant Principal Technology Facilitator	9/15/2006	5/24/2007	District Strategic Plan	\$13000.00

## 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 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. The following professional development activities will be conducted:

Data Driven Decision Making for Mathematics Learning

FCAT Lessons Learned

Family Math

Riverdeep

FCAT Explorer

FCAT Achieve

On-Target

Student Performance Indicators (SPI)

## Evaluation

This objective will be evaluated by formal data that includes: 1) 2007 FCAT Mathematics Test, 2) Edusoft/Examview aligned Assessments, 3) District Interim Assessments, 4) FCAT Testmaker, and 5) Formative assessments (bi-weekly & cumulative) 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 students, in writing, will increase annually.

**Needs Assessment**

Scores on the 2006 FCAT Writing Test indicate the combined score is 3.5, which is below the state combined mean score. Sixty-five percent of the students scored 3.5 or higher and forty-six percent scored a 4.0 or higher when comparing results. Seventy-six percent of the students scored 3.5 or higher on the expository prompt and fifty-five percent scored 3.5 or higher on the narrative prompt. Adequate Yearly Progress (AYP) was not met for the total subgroup. Overall, seventy-three percent of the students scored a level 3 or higher on the 2006 FCAT Writing Test.

**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 4 will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide writing block to assist all subgroups with writing.	Principal Assistant Principal Reading Coach	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement writing assignments across the curriculum to support short and expanded responses and promote the development of the writing process.	Principal Assistant Principal Reading Coach	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/30/2007	District Strategic Plan	\$250.00
Participate in writing competitions sponsored by Miami-Dade County schools such as: Young Authors and poetry writing contests.	Principal Assistant Principal Reading Coach	08/14/2006	05/30/07	District Strategic Plan	\$0.00
Continue to implement an instructional focus calendar for writing in which each grade level concentrating on vivid verbs, sentence variety, writing pictures and magnified moments to provide additional support for writing instruction.	Principal Assistant Principal Reading Coach	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## **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. The following writing activities will be conducted:

Writing Across the Curriculum: Step Up to Writing

Writing + Grades 3 and 4

Writing with Symbols

## **Evaluation**

The objective will be evaluated by formal data that includes: 1) 2007 FCAT Writing Test 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*

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<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 students, in science, will increase annually.

### ***Needs Assessment***

An analysis of data reveals that 12% of students in grade five scored Level 3 or higher. Eighty-eight 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:

42% of the mean points were earned in the Physical and Chemical Strand

29% were earned in the Earth and Space Strand

38% 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 of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	09/05/2006	05/30/2007	Continuous Improvement Model	\$0.00
Coordinate parent workshops that will encourage scientific thinking at home.	Principal Assistant Principal Community Involvement Specialist	10/04/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct monthly science projects utilizing the scientific process for students in grades three through five.	Principal Assistant Principal Mathematics/ Science Facilitator Grade Level Chairperson	10/24/2006	05/30/2007	District Strategic Plan	\$0.00
Provide home learning activities based on Harcourt Brace Science series to be completed daily and during extended holidays.	Principal Assistant Principal Reading Coach	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Examview Science to assess students' understanding of the science strands.	Principal Assistant Principal Technology Facilitator	10/4/2006	05/30/2007	District Strategic Plan	\$1500.00
Implement bi-weekly collaborative planning within each grade level focusing on identified benchmarks and strategies to analyze student achievement.	Principal Assistant Principal	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Implement parent workshops to provide all parents with strategies to assist students with hands-on science activities.	Principal Assistant Principal Community Involvement Specialist Math/Science Facilitator	9/5/2006	05/30/2007	District Strategic Plan	\$0.00



## **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. The following professional development activities will be conducted:

Hands-on Science K-5

Effective Implementation of Inquiry-based Science Strategies in the Classroom

Science and Mathematics Integrated with Literacy Experiences (SMILE)

## **Evaluation**

The objective will be evaluated utilizing formal data that includes: 1) 2007 FCAT Test, 2) Edusoft/Examview Science Assessments 3) Bi-weekly 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*

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<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 increase annually.

### ***Needs Assessment***

Results of the parent workshops held during the 2005-2006 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 from the 2005-2006 school year to the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	9/5/2006	05/30/2007	Continuous Improvement Model	\$0.00
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	05/30/2007	District Strategic Plan	\$0.00
Conduct monthly EESAC meetings to update parents about school improvement efforts.	Principal Assistant Principal EESAC Chair	09/20/2006	05/30/2007	District Strategic Plan	\$0.00
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	09/05/2006	05/30/2007	District Strategic Plan	\$500.00
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	09/05/2006	05/06/2007	District Strategic Plan	\$0.00
Implement a "Spaghetti 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	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Distribute The Parent Academy information and class schedule to parents to encourage participation.	Principal Assistant Principal Community Involvement Specialist	09/13/2006	05/30/2007	District Strategic Plan	\$0.00
Continue Mathematics/Science Family Jeopardy Night for students in grades three through five to reinforce mathematics/science skills.	Principal Assistant Principal Community Involvement Specialist Math/Science Facilitator	12/05/2006	05/30/2007	District Strategic Plan	\$0.00

## **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*

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<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 students will improve.

### ***Needs Assessment***

During the 2005-2006 school year, there were 66 suspensions.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2006-2007 school year, as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the Suspension Report to modify classroom interventions.	Principal Assistant Principal Counselor	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Use verbal and non-verbal techniques to correct behavior problems.	Principal Assistant Principal Grade Level Chairperson	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Place students on daily progress report utilizing student agenda.	Principal Assistant Principal Grade Level Chairperson	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Contact parents and/or hold student/parent conferences or Teacher/Parent conferences.	Principal Assistant Principal Counselor Grade Level Chairperson	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Issue behavioral contracts, provide on-going weekly and/or group counseling centered around Character Education.	Principal Assistant Principal Counselor	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Develop classroom rules during the 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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

### 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 2006-2007 Student Case Management System.

## 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*

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<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 2006-2007 school year, students in grades 1-5 scored an average of 63% correct on all Accelerated Reader Tests.



## Measurable Objective

Given an emphasis on the use of technology in education, all students in grades 1-5 will score an average of 80% correct on all Accelerated Reader Tests during the 2006-2007 school year, as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide classroom and individual incentives based on participation in the Accelerated Reader program.	Principal Assistant Principal Technology Facilitator Grade Level Chairperson	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Establish the use of a school wide reading log for both primary and intermediate grade groups.	Principal Assistant Principal Technology Facilitator Reading Coach	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
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	09/05/2006	05/30/2007	District-wide literacy plan	\$0.00
Implement parent workshops that focus on technology programs utilized at the school site.	Principal Assistant Principal Technology Facilitator Grade Level Chairperson	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor bi-weekly and monthly Accelerated Reader reports to ensure active participation in the program.	Principal Assistant Principal Technology Facilitator Grade Level Chairperson Reading Coach	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Riverdeep, FCAT Explorer, Academy of Reading and Reading Plus to enhance student achievement.	Principal Assistant Principal Technology Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$13000.00

### Research-Based Programs

Not Applicable

### Professional Development

Accelerated Reader

## **Evaluation**

2006-2007 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*

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<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. The FITNESSGRAM Test data indicates that 29% of the students in fourth and fifth grade did not receive the gold award. In order to increase the number of students receiving the gold award, the Fit To Achieve program will be implemented along with physical fitness activities designed to improve performance on the FITNESSGRAM Test. Notification will be sent to parents advising physical fitness areas that their child needs improvement in order to obtain 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% during the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote healthy eating discussions during science lessons.	Principal Assistant Principal	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Develop contingency plans during inclement weather to address fitness and health.	Principal Assistant Principal	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize FITNESSGRAM pre/post test results to guide physical fitness activities.	Principal Assistant Principal	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Promote reading and mathematics materials which address fitness through differentiated instruction.	Principal Assistant Principal Math/Science Facilitator	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
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	09/05/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM Test

## 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 2006-2007 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*

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

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

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

### ***Needs Assessment***

During the 2005-2006 school year, 62% of the students in grades 2-5 participated in the Academic Excellence Program.

## Measurable Objective

Given emphasis on the benefits of participating in Academic Excellence Program (AEP), the number of participating in the program will increase by 10% during the 2006-2007 school year as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Students participate in differentiated lessons to promote critical and creative thinking; needed to research various topics.	Principal Assistant Principal Reading Coach	09/05/2006	5/30/2007	District Strategic Plan	\$0.00
Students keep a portfolio of written work.	Principal Assistant Principal	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Students develop, write, publish and/or perform an original presentation.	Principal Assistant Principal Reading Coach	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Students will participate high-interest, cooperative learning projects, to write a story, skit, play, or newsletter.	Principal Assistant Principal Reading Coach	09/05/2006	05/30/2007	District Strategic Plan	\$0.00
Establish a monthly competition and provide incentives to increase student attendance in the AEP program.	Principal Assistant Principal Reading Coach	09/05/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Division of Advanced Academic Programs-Journalism

Regional Center III-Writing Across the Curriculum

Regional Center III-Holistic Scoring

## Evaluation

The objective will be evaluated by comparing the number of students in attendance in the AEP program for the 2006 -2007 school year to the number of students in attendance in AEP for the 2005-2006 school year.

## 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*

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<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 indicates that in 2004-2005, Carrie P. Meek/Westview Elementary School ranked at the 35th 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 35th percentile in the 2004-2005 school year to the 36th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reallocate school resources to better implement teaching, learning and class-size mandates.	Principal Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$10000.00
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$20000.00
Become more informed about the use of financial resources in relation to school programs.	Principal Treasurer	08/05/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal Treasurer	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Treasurer	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal Treasurer	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## **Evaluation**

On the next State of Florida ROI index publication, Carrie P. Meek/Westview Elementary School will show progress toward reaching the 90 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 is reviewed at the beginning of each monthly meeting. Proposals with rationales are 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 attends School Improvement Planning meetings. The principal shares 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 attend 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 access all academic opportunities in place at the school site.

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

ESSAC funded the 2006-2007 Back to School Retreat for the staff. EESAC provided student incentives to encourage attendance.

***Benchmarking:***

EESAC supports 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.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$21,000.00
Goal 2: Mathematics	\$18,000.00
Goal 3: Writing	\$250.00
Goal 4: Science	\$1,500.00
Goal 5: Parental Involvement	\$500.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$13,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$30,000.00
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<b>Total:</b>	<b>\$84,250.00</b>

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*