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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 6981 - Westview Middle School

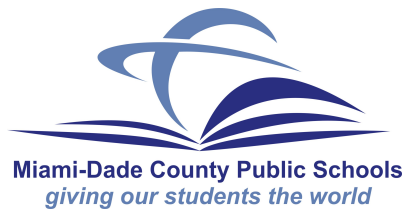
*FeederPattern:* Miami Central Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* LaVette Hunter

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Westview Middle School*

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Westview Middle School is located in an urban neighborhood in Miami-Dade County, Florida. The school is situated in a residential community. In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Westview Middle School will institute an instructional program with a strong focus on literacy from sixth to eighth grade. Based on the academic needs of our students, a structured curriculum will be delivered through instruction that is data driven. Westview Middle School is a D school, having 79% of students not reading at or above grade level, and 80% of our students not performing at or above grade level in mathematics, 22% of our students not meeting state standards in writing. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. The student population of 727 students is from diverse communities, which include North Miami, Opa-Locka, and unincorporated Miami-Dade County. A unique multicultural composition of various ethnic backgrounds makes our school climate a wholesome one. Our advanced academic program is comprised of a gifted language arts class for 6th – 8th grade students, advanced language arts classes for 6th – 8th grade students, advanced social studies classes for 7th – 8th graders, advanced science classes for 6th – 8th grade students, and one (1) Algebra class for 8th grade students. Pre-Algebra classes are offered for advanced 6th and 7th graders.

Given instruction using the Sunshine State Standards, the percentage of total tested students scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Special Education students scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored in the lowest

25%ile, scoring at FCAT Achievement Level 3 or higher, will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored level 1, scoring at FCAT Achievement Level 3 or higher, will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of total tested students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Special Education students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored in the lowest 25%ile, scoring at FCAT Achievement Level 3 or higher, will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored level 1, scoring at FCAT Achievement Level 3 or higher, will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of eighth grade students scoring at 4.0 or higher will increase by one percent on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 31 percent of eighth graders students will increase their science content knowledge and scientific thinking skills as evidenced by scoring at a level 3 or higher

on the 2007 FCAT Science Test.

Given the need to establish a link between the school, home and community, to support improved student achievement, the school will increase the number of parents participating in the parental involvement program during the 2006-2007 school year by ten percent, as compared to the 2005-2006 school year, as documented by attendance rosters.

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

Given instruction and hands-on training in basic computer skills, twenty-five students will participate in a 40-hour introductory computer on the computer. Completion of the training program will enable students to earn a computer while learning basic computers skills and computer operation.

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

Each electives teacher will select and engage at lease five students to participate in the various competitions and showcases that will be offered at the school and district, during the 2006-2007 school year.

Westview Middle School will increase the number of students making learning gains in reading and mathematics to attain a ranking in the 20th percentile statewide in the ROI index of value and cost effectiveness of its programs.

After analyzing the results of the Organizational Performance Improvement Snapshot Assessment, the two areas that produced the lowest scores were Leadership and Strategic Planning. The average score for these two areas was 3.7. In order to improve the staff's perception and understanding in these two areas, Westview Middle School will implement the following to improve the areas targeted throughout the school year: 1) Ensure that time is available for collaborative planning, through scheduling of biweekly curriculum council meetings, weekly team meetings, departmental meetings and faculty meetings; 2) Conduct onsite staff development, and sharing of best practices; 3) Implement the continous improvement model to improve and maintain communication throughout the school; and 4) Utilize the electronic mail system as a viable source of communication. The aforementioned strategies will ensure that all staff has the resources required to meet all students' needs.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

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

## CORE VALUES

### *Excellence*

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

### *Integrity*

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

### *Equity*

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

### *Citizenship*

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

## Westview Middle School

### VISION

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

### MISSION

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

## CORE VALUES

### Excellence

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

### Integrity

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

### Equity

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

### Citizenship

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

## *School Demographics*

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

The student population is from diverse communities, which include North Miami, Opa-Locka, and unincorporated Miami-Dade County. A unique multicultural composition of various ethnic backgrounds makes our school climate a wholesome one. Our student population consists of 865 students. The ethnical, racial make up of the student population consists of 598 Black students; 122 Hispanic students; 2 White students 3 Asian students; and 2 Multi-cultural; 493 Free and 59 Reduced Lunch students; 85 Limited English Proficient (LEP) students; 4 multicultural students; 64 English Language Learners (ELL); and 154 Special Education students (SPED). Faculty and staff demographics are: 30 male, 65 female, 76 Black, 12 Hispanic, and 4 White. 13 percent of our staff, represent beginning teachers. Thirty staff members hold a Master's degree, and 3 hold a PhD. or Specialist degree. The average years of experience on our staff is ten. Our neighboring community consists of many small businesses. We have two business partners, One Stop Vending Company and Nick's Studio. Both businesses have a vested interest in contributing to our school community.

During the 2001-2002 school year, Westview Middle School enhanced its academic curriculum with grant and district supported initiatives. Mathematics and science classes, on a regularly scheduled basis, use the Riverdeep Science and Mathematics lab. This lab was funded by the district office of Instructional Technology. The Comprehensive School Reform (CSR) grant afforded Westview Middle School the opportunity to purchase a wealth of curriculum materials for all of our core subject areas, including our ESE and LEP classes. This grant initiative was sustained for three school years. Westview Middle School adopted the Core Knowledge curriculum model through CSR funds. The Core Knowledge curriculum enabled teachers to develop an instructional focus of solid, sequenced topics in the subject areas of language arts, science, social studies, and art. After completion of the three year CSR grant initiative, we continue to implement specific sequences of the Core Knowledge sequence of curriculum topics. During the 2006-2007 school year, Westview Middle School will implement the inclusion model for SPED students, South Florida All Stars Afterschool Program, Critical Care Reading and Mathematics classes for lowest 25% student population, and the Algebraic Thinking mathematics program for students scoring a levels 1 and 2 on the FCAT mathematics test. Additionally, we will implement the DellTech Know Technology Program.

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

# *School Foundation*

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## ***Leadership:***

Results of the Organizational Performance Improvement (OPIS) Snapshot Survey indicate a Leadership score of 3.9. This is down by one tenth of a point from the previous year. The leadership team at Westview Middle School has set the foundation for the direction in which the school is headed. All members share in the mission and vision of the school and are sharing this mission and goal to the remainder of the faculty and staff. By continuing to create a positive working environment and involving the employees in the daily operation of the school, Westview Middle School will achieve success in reaching its goals.

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

Results of the OPIS indicate a Strategic Planning score of 3.6. The goals and objectives of Westview Middle School are based on the needs of the customer. By asking for input from more employees, and allowing the group to monitor progress through departmental, team and interdisciplinary grade level meetings, the success of the students will be shown through their positive gains.

## ***Stakeholder Engagement:***

Results of the OPIS indicate indicate a Stakeholder Engagement score of 4.0. With continuous collaboration and information sharing, the decision making process allows the stakeholders to be a part of the problem solving. All stakeholders have the ability to share in the needs and wants of their customers. Westview Middle School is in the process of building a true working and functional EESAC and PTSA which will help to involve more stakeholders and receive more support.

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

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

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

Results of the OPIS indicate a Data/Information/Knowledge Management score of 4.0. The faculty and staff of Westview Middle School will continue to receive professional development on the knowledge and ability to utilize data to monitor the progress of its customer and school functions. All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientations provided by the District and school. Professional Growth Teams will be developed to assist newly assigned teachers and beginning teachers with proven effective teaching strategies. Veteran teachers will continue to receive assistance in the Continuous Improvement Model (CIM) in order to better service their students.



## ***Education Design:***

### Teacher Mentoring

Mentors will work closely with beginning teachers by providing supportive leadership and assistance. New teachers will meet twice a month after school for the first nine weeks. Beginning with the second nine week period, new teachers will meet once a month after school, with the coordinating administrator, and meet with their mentors throughout the school year. A mentor/new teacher schedule will be established to ensure that the support for new teachers is maintained. During these meetings, new teachers will receive training on PACES, classroom management, best practices, technology integration, Professional Development Plans, electronic gradebook, ethics, school procedures, and other topics of interest and school relevance. Additionally, all new teachers will be offered the opportunity to participate in the New Educators Support Team (NEST), and Alternate Placement 3 (AP3) programs. A timeline will be established by the Professional Growth Team on a continuous basis. This team will place emphasis on development and delivery of instruction through constant assessment, meeting the criteria of the PACES domains, and use of best practices. Collaborative planning time will be made available during professional development workshops, and team meetings to discuss and share best practices and instructional delivery techniques.

### Extended Learning Opportunities

Westview Middle School utilizes the South Florida All Stars After School Program, which provides after school tutorial services Monday through Friday from August 2006 to May 2007 for all students, including all subgroups, seeking additional assistance in reading and mathematics. Information was distributed to all parents for students interested in participating in this program. Students are provided the opportunity to utilize the research-based programs below. Additionally, Westview Middle School is a School Improvement Zone school with an extended day consisting of an 8th period. During the 8th period, all students are involved in a variety of courses ranging from dance, brain bowl, graphic arts, creative writing, peer counseling, yearbook, journalism, literature, advanced mathematics, advanced band, reading and mathematics tutorials, course recovery, and a wealth of courses for enrichment. Attendance for the afterschool program will be closely monitored through the use of attendance records. A part-time community involvement specialist is hired for attendance recordkeeping. Targeted students will participate in an extended day literacy program. Students will engage in a technology based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The programs will be Reading Plus Fluency program, and ancillary materials.

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

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

### School Wide Improvement

Westview Middle School, as part of our instructional focus, will dedicate fifty minutes daily for the tutorial/enrichment program. Implementation of the 8-Step Continuous Improvement Model to support continuous improvement and academic achievement will be evident across the curriculum. Student assessments, and disaggregation of assessment data will be utilized to determine strengths and weaknesses, in order to provide specific

reading instruction to meet their needs. Utilization of an instructional focus calendar will indicate remediation and enrichment activities for students, respectively. Student progress will be monitored during instructional timelines, to ensure that students maintain the academic growth acquired. The Plan, Do, Study, Act cycle of the Continuous Improvement Model will be implemented in order to maintain academic achievement. Use of the District's Pacing Guide and instructional focus calendars across the curriculum will be implemented by all staff members efficiently and effectively. The Continuous Improvement Model can be used to evaluate ideas for improvement quickly and easily based on existing methods, research, feedback, theory, review, such as practical ideas that have been proven to be effective. It uses simple measurements to monitor the effect of changes over time. It begins with small changes, which can build into larger improvements through successive cycles of change.

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

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

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

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

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

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

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

### ***Needs Assessment***

Results of the 2006 FCAT Reading test indicate that 31 percent of grade 6 students, 27 percent of grade 7 students, and 13 percent of grade 8 students tested, scored at or above Level 3. FCAT 2006 student performance data indicates that, sixth graders attained 45 percent of correct responses in Words/Phrases. Sixth graders attained 46 percent of correct responses in Main Idea/Purpose. Sixth graders attained 55 percent of correct responses in Comparisons. Sixth graders attained 50 percent of correct responses in Reference/Research.

FCAT 2006 7th grade student performance data indicates a fluctuating trend of increases and decreases in the number of students demonstrating growth. However, seventh graders did not increase or decrease in attaining percentage points in Words/Phrases. Percentage point increases are shown in the clusters of Comparisons, Main Idea/Purpose, and Comparisons. Seventh graders attained 50 percent of correct responses in Words/Phrases. Seventh graders attained 47 percent of correct responses in Main Idea/Purpose. Seventh graders attained 50 percent of correct responses in Comparisons. Seventh graders attained 33 percent of correct responses in Reference/Research.

FCAT 2006 8th grade student performance data indicates a fluctuating trend of increases and decreases in the number of students demonstrating growth. Eighth graders attained 50 percent of correct responses in Words/Phrases. Eighth graders attained 47 percent of correct responses in Main Idea/Purpose. Eighth graders attained 50 percent of correct responses in Comparisons. Eighth graders attained 33 percent of correct responses in Reference/Research.

Twenty-three percent of Black students scored at or above proficiency in reading; thirty-one percent of Hispanic

students scored at or above proficiency in reading; twenty-four percent of Economically disadvantaged students scored at or above proficiency in reading; six percent of Limited English Proficiency students scored at or above proficiency in reading; Eleven percent of Special Education students scored at or above proficiency in reading. Due to results of the 2005 FCAT administration, learning gains data does not reflect the performance of all students.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of total tested students scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Special Education students scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

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Given instruction using the Sunshine State Standards, the percentage of students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored in the lowest 25%ile, scoring at FCAT Achievement Level 3 or higher, will increase to 51 percent or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored level 1, scoring at FCAT Achievement Level 3 or higher, will increase to 51 percent or higher on the 2007 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement CRISS strategies during instructional delivery and all learning tasks.	Administrators  Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Implement Florida's Middle Grades Rigorous Reading Requirement, which includes a Transition Academy that will engage sixth grade students in developmentally	Administrators  Teachers	8/7/06	6/1/07	Transition and Articulation Programs	\$0.00

appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.	Counselors				
Implement intervention programs during extended day tutorials for students reading below grade level.	Administrators Reading Coaches	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Utilize the Edusoft data management system to score assessments, and generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators Teachers Reading Coaches	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators Media Specialist	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Implement additional reading technology integration through the use of the following research-based programs: Reading Plus Fluency software, and Accelerated Reader.	Administrators Reading Coaches Media Specialist	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Identify students who score at FCAT Achievement Levels 1 and 2, and schedule them in intensive reading classes to provide intense remediation and interventive reading skills instruction, through the READ 180, and Read XL programs.	Administrators Teachers Reading Coaches	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Implement the continuous improvement model by administering a diagnostic assessment to be used as a pre/progress/post assessment to track student performance, and monthly instructional focus calendars to provide differentiated remediation in the classroom, and during extended day tutorials.	Administrators Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Administer the Diagnostics Assessment of Reading (DAR) to students who are reading at a 3rd grade level or below, and provide remedial instruction.	Administrators Reading Coaches Reading Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Select lowest 35% of 6th - 8th graders, including SPED AND ELL students to enroll in a 7th period class of Critical Care Reading (CCR)targeted skill instruction in reading.	Administrators Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Provide a paraprofessional to tutor Students	Administrators	8/7/06	6/1/07	Continuous	\$0.00

with Disabilities in SPED/EH classes, who need additional assistance to improve mathematics skills.	Teachers			Improvement Model	
Utilize school site reading coaches to coach, assist with differentiated instruction, data analysis, and mentor classroom teachers to support the core literacy plan across the curriculum.	Administrators Reading Coaches	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Enroll seventh and eighth grade students in language arts course recovery, if said students failed a 6th grade or 7th grade language arts course during previous school years.	Administrators Teachers Counselors	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Provide a paraprofessional to tutor ELL students who need additional assistance to improve reading skills.	Administrators Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Conduct IEP meetings at the appropriate time period to monitor the progress of SPED student performance in reading.	Administrators Teachers ESE Program Specialist	8/1/06	6/1/07	District Strategic Plan	\$0.00
Utilize district-authored Reading/Language arts curriculum pacing guides.	Administrators Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Administer the MAZE Fluency Assessment on a quarterly basis, to students scoring levels 1 and 2 on the 2006 FCAT, to assess reading progress, and provide remedial and enrichment instruction.	Administrators Reading Coaches Reading Teachers	9/11/2006	6/1/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

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

## **Professional Development**

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

## **Evaluation**

Results of ETS district interim assessments, school-authored diagnostic, progress, and post assessments, MAZE Fluency Assessment, Diagnostic Assessment of Reading (DAR), READ 180 assessments, and 2007 FCAT Reading Test.



## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

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

### ***Needs Assessment***

Results of the 2006 FCAT Mathematics test indicate that 19 percent of grade 8 students, 16 percent of grade 7 students, and 24 percent of grade 6 students tested, scored at or above Level 3.

Sixth grade students earned the highest percentage of possible points on Strand A (Number Sense), Strand C (Geometry) and Strand E (Data Analysis), with a score of 46 percent on each. The greatest area of need was Strand B (Measurement) and Strand D (Algebraic Thinking) where our students only earned 25% percent of the possible points on Algebraic Thinking, and earned 33% percent of the possible points on Measurement.

Seventh grade students earned 38 percent of possible points on Geometry, and earned 44% percent of possible points on Number Sense; The greatest areas of need are Measurement, Algebraic Thinking, and Data Analysis. Seventh grade students earned 22 percent of possible points on Measurement, 33 percent of possible points on Algebraic Thinking, and 33 percent possible points on Data Analysis.

Eighth grade students scored highest on Data Analysis, earning 42% of possible points. The greatest areas of need are Measurement, Algebraic Thinking, Geometry, and Data Analysis. Eighth grade students earned 16 percent of possible points on Measurement, 33 percent of possible points on Algebraic Thinking, and 16 percent of possible

points Geometry, and 33 percent of possible points on Number Sense.

Nineteen percent of Black students scored at or above proficiency in mathematics; twenty-six percent of Hispanic students scored at or above proficiency in mathematics; twenty percent of Economically disadvantaged students scored at or above proficiency in mathematics; ten percent of Limited English Proficiency students scored at or above proficiency in mathematics; ten percent of Special Education students scored at or above proficiency in mathematics. Due to results of the 2005 FCAT administration, learning gains data does not reflect the performance of all students.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of total tested students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Special Education students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored in the lowest 25%ile, scoring at FCAT Achievement Level 3 or higher, will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students who scored level 1, scoring at FCAT Achievement Level 3 or higher, will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate mathematics/science lab activities by combining mathematics and science departmental planning, concept instruction, and using manipulative, and hands-on techniques to reinforce mathematics skills for all students.	Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Implement CRISS strategies during instructional delivery and all learning tasks.	Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00

Use of vertical teaming concept, whereby teachers across the grade levels will articulate and discuss student progress in order to prepare students for the content to be learned in the next grade level.	Teachers Assistant Principal for Curriculum	8/7/06	6/1/07	Transition and Articulation Programs	\$0.00
Utilize the Edusoft data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Conduct IEP meetings at the appropriate time period to monitor the progress of Students with Disabilities performance in mathematics	Administrators Teachers ESE Program Specialist	8/7/06	6/1/07	District Strategic Plan	\$0.00
Provide a paraprofessional to tutor LEP students who need additional assistance to improve mathematics skills.	Administrators Teachers	8/7/06	6/1/07	Dual Language Education	\$0.00
Provide a paraprofessional to tutor Students with Disabilities in EH classes, who need additional assistance to improve mathematics skills.	Administrators Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators Media Specialist	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Implement the Inclusion model of instruction for ESE students in a basic education mathematics class.	Administrators Teacher	8/7/06	6/1/07	Inclusion	\$0.00
Implement the continuous improvement model by administering biweekly, interim, diagnostic assessments, and instructional focus calendars to track student performance on the Sunshine State Standards mathematics benchmarks, and provide differentiated remediation in the classroom, and during extended day tutorials.	Administrators Department Chairperson Teachers CIM Facilitator	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Select lowest 35% of 6th - 8th graders, including SPED and ELL students to enroll in a 7th period class of Critical Care Mathematics (CCM) targeted skill instruction in mathematics.	Administrators Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Enroll seventh and eighth grade students in mathematics course recovery, if said students	Administrators	8/7/06	6/1/07	Transition and Articulation	\$0.00

failed a 6th grade or 7th grade mathematics course during previous school years	Teachers Counselors			Programs	
Utilize the Algebraic Thinking Mathematics Program for sixth and seventh graders, who attained an FCAT level of 1 or 2.	Administrators Algebraic Thinking Consultants Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Utilize school site reading coaches to coach, assist with techniques of differentiated instruction, and data analysis.	Administrators Reading Coaches	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Utilize district-authored Mathematics curriculum pacing guides.	Administrators Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00

### Research-Based Programs

Glencoe Mathematics Concepts and Applications series, Project CRISS, PLATO, Bridges to Algebra, ExploreLearning, Classworks, and Riverdeep Mathematics.

### Professional Development

Westview Middle School advocates a professional learning community. All teachers will participate in professional development activities of the following: Project CRISS, Continuous Improvement Model, Transition Academy for sixth grade teachers, PLATO, Glencoe Mathematics Concepts and Applications series; Reading through mathematics; District Mathematics Department Chair trainings, Algebraic Thinking Mathematics Program, and Data Driven Instruction.

### Evaluation

Results of ETS district interim assessments, school-authored diagnostic, progress, and post assessments, Algebraic Thinking quarterly Assessments, and 2007 FCAT Mathematics Test.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

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

### ***Needs Assessment***

The results of the 2006 FCAT Writing Plus Test indicate that 63 percent of eighth grade students at Westview Middle School achieved a score of 3.5 and above; and 46% of eighth grade students achieved a score of 4.0 or above. Results of the 2006 FCAT Writing Plus Test indicate the greatest areas of need on Conventions and Support. Eighth grade students earned 47 percent of possible points on Conventions, and 40 percent of possible points on Support. Eighth grade students earned 67 percent of possible points on Organization, and earned 54 percent of possible points on Focus.

While 63 percent of grade 8 students are meeting state standards, remediation is needed in the deficient writing areas of support, conventions, and focus to increase the amount of students achieving proficiency in writing. Results of the 2006 FCAT Essay indicate a Mean Essay Score of 3.4 for Expository and Persuasive writing prompts.

Eighty-seven percent of Black students improved performance in writing by 1 percent; eighty-four percent of Hispanic students improved performance in writing by 1 percent; Eighty-seven percent of Economically disadvantaged students improved performance in writing by 1 percent; Eighty-five percent of Limited English Proficiency students improved performance in writing by 1 percent; fifth-four percent of Special Education students improved performance in writing by 1 percent.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of eighth grade students scoring at 4.0 or higher will increase by one percent on the 2007 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer and analyze the District-authored Pre and Post tests of expository and persuasive writing prompts.	Administrators  Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Implement the continuous improvement model by administering weekly, interim, diagnostic assessments, and a monthly instructional focus calendar to be used as a pre/progress/post assessment to track student performance on the Sunshine State Standards writing benchmarks, and provide differentiated remediation in the classroom, and during extended day tutorials.	Administrators  CIM Facilitator  Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Implement the Learning Express writing assessment tool to provide practice writing assessments.	Administrators  Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Implement CRISS strategies during instructional delivery and all learning tasks.	Administrators  Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Utilize the Edusoft data management system to score assessments, and generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators  Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Conduct IEP meetings at the appropriate time period to monitor the progress of Students with Disabilities performance in writing.	Administrators  Teachers  ESE Program Specialist	8/7/06	6/1/07	District Strategic Plan	\$0.00
Provide a paraprofessional to tutor LEP students who need additional assistance to improve writing skills.	Administrators  Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Utilize the resources of the media center to support instruction through planning and	Administrators	8/7/06	6/1/07	District-wide literacy plan	\$0.00



implementing class projects, online activities, and reference and research initiatives.	Media Specialist				
Enroll seventh and eighth grade students in language arts course recovery, during the extended day period, if said students failed a 6th grade or 7th grade language arts course during previous school years.	Administrators Teachers Counselors	8/7/06	6/1/07	Transition and Articulation Programs	\$0.00
Utilize school site reading coaches to coach, model lessons, assist with differentiated instruction, data analysis, and mentor classroom teachers to support the core literacy plan across the curriculum.	Administrators Reading Coaches	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Implement the Six Traits of Writing strategies during instructional delivery and all learning tasks to develop writing proficiency.	Administrators Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Utilize district-authored Reading/Language arts curriculum pacing guides.	Administrators Teachers	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Provide a paraprofessional to tutor students in EH classes, who need additional assistance to improve writing skills.	Administrators Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00

## Research-Based Programs

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

## Professional Development

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

## Evaluation

Results of district-authored pre and post assessments, school-authored diagnostic, progress, and post assessments, Learning Express writing prompts, and 2007 FCAT Writing Plus Test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### **GOAL 4 STATEMENT:**

Increase the number of eighth grade students scoring at a level 3 or higher by 25 percent on the 2007 FCAT Science Test.

### **Needs Assessment**

Results of the 2006 FCAT Science Test indicate that 6 percent of the students achieved proficiency. The area of greatest need is Scientific Thinking. Eighth grade students earned 29 percent of possible points on Scientific Thinking. Eighth grade students earned 36 percent of possible points on Physical and Chemical Science; 38 percent of possible points on Earth and Space, and 38 percent of possible points on Life and Environment.

## Measurable Objective

Given instruction using the Sunshine State Standards, 31 percent of eighth graders students will increase their science content knowledge and scientific thinking skills as evidenced by scoring at a level 3 or higher on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Edusoft data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators  Teachers	8/7/06	6/1/07	Continuous Improvement Model	\$0.00
Incorporate weekly lab activities that will enhance student skills in the following areas: scientific thinking, critical thinking, and reading comprehension.	Administrators  Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Implement use of vertical teaming, whereby teachers across the grade levels articulate the scope and sequence, and monitor student progress.	Administrators  Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Implement CRISS strategies during instructional delivery and all learning tasks.	Administrators  Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Conduct IEP meetings at the appropriate time period to monitor the progress of SPED student performance in science.	Administrators  Teachers  ESE Program Specialist	8/7/06	6/1/07	District Strategic Plan	\$0.00
Engage students in science investigations through science projects and exhibits.	Administrators  Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators  Media Specialist	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Provide a paraprofessional to tutor ELL students who need additional assistance to improve science skills.	Administrators  Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Provide a paraprofessional to tutor SPED/EH students who need additional assistance to	Administrators	8/7/06	6/1/07	District-wide literacy plan	\$0.00

improve science skills.					
Utilize school site reading coaches to coach, model lessons, assist with differentiated instruction, and data analysis.	Administrators Reading Coaches	8/7/06	6/1/07	District-wide literacy plan	\$0.00
Utilize district-authored Science curriculum pacing guides	Administrators Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Implement the continuous improvement model by administering a district-authored diagnostic assessment for eighth graders to be used as a pre/progress/post assessment to track student performance; administering a school-authored diagnostic assessment for sixth and seventh graders to be used as a pre/progress/post assessment to track student performance; and monthly instructional focus calendars to provide differentiated remediation in the classroom.	Administrators Teachers CIM Facilitator	8/7/06	6/1/07	Continuous Improvement Model	\$0.00

## Research-Based Programs

Riverdeep, Project CRISS, Voyages Science Textbook.

## Professional Development

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

## Evaluation

Results of district interim assessments, school-authored diagnostic, progress, and post assessments, and 2007 FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 5 STATEMENT:**

Increase parental involvement in order to improve student achievement.

**Needs Assessment**

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

## Measurable Objective

Given the need to establish a link between the school, home and community, to support improved student achievement, the school will increase the number of parents participating in the parental involvement program during the 2006-2007 school year by ten percent, as compared to the 2005-2006 school year, as documented by attendance rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recruit parents to attend school-related meetings, activities, and The Parent Academy courses.	Administrators  Social Worker  Community Involvement Specialist	8/7/06	6/1/07	Community Partnerships	\$0.00
Conduct home visits to provide viable student/school information to parents regarding their child's progress, child study team information, and other relevant student-home matters.	Administrators  Reading Coach  Social Worker  Community Involvement Specialist	8/7/06	6/1/07	Community Partnerships	\$0.00
Utilize the resources of the media center to support parent involvement activities by opening the media center before school for parents and students.	Administrators  Media Specialist	8/7/06	6/1/07	Community Partnerships	\$0.00
Provide a range of positive communications to parents, i.e. flyers, telephone contacts, and marquis bulletins regarding school-sponsored events, school-choice options, attendance matters, and other relative school-related information.	Administrators  Social Worker  Community Involvement Specialist	8/7/06	6/1/07	Community Partnerships	\$0.00
Solicit the support from local businesses provide/donate items for parent-attended functions.	Administrators  Social Worker  Community Involvement Specialist	8/7/06	6/1/07	Community Partnerships	\$0.00
Utilize the TADL and Connect-Ed system, through the telephone calling post to inform parents of students absences, school information, and special school events.	Administrators  Social Worker	8/7.06	6/1/07	Community Partnerships	\$0.00

	Community Involvement Specialist				
	Student Services Attendance Clerk				
Implement the Passport to Success program.	Administrators  Social Worker  Community Involvement Specialist	8/7/06	6/1/07	Community Partnerships	\$0.00

## Research-Based Programs

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

## Professional Development

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

## Evaluation

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

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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

### ***Needs Assessment***

According to the student case management referrals for inappropriate behaviors, during the 2006-2007 school year, Westview Middle School sustained a high suspension rate. The 2005-2006 School Climate Survey indicated that 54 percent of students stated that they did feel safe at school. Baseline data indicates that during the 2005-2006 school year, 772 suspensions were processed.



## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor a Transition Academy using Classroom, Inc. program for 6th grade students.	Administrators Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Implement and monitor the Middle Moves curriculum in correlation with the Classroom, Inc. program for 6th grade students.	Administrators Teachers Counselors	8/7/06	6/1/07	District Strategic Plan	\$0.00
Implement and monitor ongoing counseling services to students to include academic improvement assistance, peer counseling, and drug awareness program.	Administrators Guidance Counselors TRUST Counselor	8/7/06	6/1/07	District Strategic Plan	\$0.00
Conduct a schoolwide training on the Positive Behavior Support Program; utilize the minor infraction procedures to avoid unnecessary student case management referrals; provide incentives for positive behavior reinforcement; utilize the SWISS data management program to monitor minor and major infractions, target troubled areas, and develop a plan of action.	Administrators Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Implement Recapturing the Vision program with selected at-risk female students.	Administrators Teachers Counselors	8/7/2006	6/1/07	District Strategic Plan	\$0.00
Implement a co-teaching model of Project Alert, a Drug Prevention and Abuse Awareness Program, for at-risk students; sponsored by Jackson North Mental Health Center (JNMHC).	Administrators JNMHC Consultant/Trainer Teacher Trust Counselor	9/28/2006	6/1/07	District Strategic Plan	\$0.00

Implement a peer mediation program for students involved in conflicts.	Administrators  Trust Specialist	8/7/2006	6/1/07	District Strategic Plan	\$0.00
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## Research-Based Programs

Positive Behavior Support

## Professional Development

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

## Evaluation

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

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

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

**GOAL 7 STATEMENT:**

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

**Needs Assessment**

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

## Measurable Objective

Given instruction and hands-on training in basic computer skills, twenty-five students will participate in a 40-hour introductory computer on the computer. Completion of the training program will enable students to earn a computer while learning basic computers skills and computer operation.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Select twenty-five students who meet the criteria for the Dell TechKnow program.	Administrators  Teachers	9/4/2006	9/24/06	District Strategic Plan	\$0.00
Establish a criterion for participants to maintain throughout the Dell TechKnow program.	Administrators  Teachers	9/4/2006	12/1/06	District Strategic Plan	\$0.00
Train students on basic skills relating to computer hardware and software using refurbished computers; utilization of the Take it apart, Put it together, and Take it home concept.	Administrators  Teacher	9/25/2006	12/1/06	District Strategic Plan	\$0.00
Train participants to mentor the following group of participants, assisting instructors with future classes, and serve as an assistant teacher for a new group of students.	Administrators  Teachers	9/25/2006	12/1/06	District Strategic Plan	\$0.00
Provide a meeting for parents to obtain information and commit to support for the program.	Administrators  Teachers	9/20/06	9/21/06	District Strategic Plan	\$0.00

## Research-Based Programs

National Educational Technology Standards (NETS);

## Professional Development

Dell Computer Corporation

## **Evaluation**

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

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

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

### ***Needs Assessment***

Baseline data from the 2005-2006 FITNESSGRAM indicate that 38 percent of 6th – 8th grade students met high standards on the annual physical fitness test. Students need to increase performance in the areas of upper body strength and cardiovascular exercises. Students need to track and monitor their own fitness progress by utilizing a personal goal plan for physical fitness that will be monitored by the physical education teacher.

## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to participate in intramural sports activities.	Administrators  Physical Education Teacher	8/7/06	6/1/07	District Strategic Plan	\$0.00
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators  Media Specialist	8/7/06	6/1/07	District Strategic Plan	\$0.00
Instruct students on the impact of good nutrition and physical activity on excellent health.	Physical Education Teacher	8/7/06	6/1/07	District Strategic Plan	\$0.00
Provide progressive physical training for all components of the annual fitness test.	Administrators  Physical Education Teacher	8/7/2006	6/1/07	District Strategic Plan	\$0.00
Require all students to participate in the "mile-run" for 20 minutes of the 100-minute instructional block.	Physical Education Teacher	8/7/06	6/1/07	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

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

## Evaluation

2007 Annual Fitness 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

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

### ***Needs Assessment***

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



## Measurable Objective

Each electives teacher will select and engage at least five students to participate in the various competitions and showcases that will be offered at the school and district, during the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct an annual electives showcase of student work displays.	Electives Teachers	8/7/06	6/1/07	Expanding arts opportunities	\$0.00
Select and engage Band students in various competitions and showcases of musical performances.	Band Teacher	8/7/06	6/1/07	Expanding arts opportunities	\$0.00
Select and engage team sports members in various competitions and showcases of sports activities.	Administrators Sports Team Coaches	8/7/06	6/1/07	District Strategic Plan	\$0.00
Select and engage at least five Business Education students in various competitions and in Business Education activities	Business Education Teacher	8/7/06	6/1/07	Expanding arts opportunities	\$0.00
Select and engage at least five Computer Education students from each Computer Education teacher, in various competitions and showcases of Computer Education activities.	Computer Education Teachers	8/7/06	6/1/07	Expanding arts opportunities	\$0.00
Select and engage at least five Graphic arts students from Graphic arts, in various competitions of Graphic arts activities.	Graphic Arts Teacher	8/7/06	6/1/07	Expanding arts opportunities	\$0.00
Select and engage at least five Family and Consumer Science (FCS) students in various competitions and showcases of FCS activities.	Family and Consumer Science Teacher	8/7/06	6/1/07	Expanding arts opportunities	\$0.00
Utilize the resources of the media center to support instruction through planning and implementing class projects, online activities, and reference and research initiatives.	Administrators Teachers Media Specialist	8/7/06	6/1/07	District-wide literacy plan	\$0.00

## **Research-Based Programs**

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

## **Professional Development**

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

## **Evaluation**

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

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

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

### ***Needs Assessment***

2003-2004 FLDOE data indicate that Westview Middle School ranked at the 16th percentile on the State of Florida ROI index. This is the only available data. No data is available for the 2005-2006 school year. Increasing the number of students making learning gains in reading and mathematics will yield a higher ranking of the State of Florida ROI index.

## Measurable Objective

Westview Middle School will increase the number of students making learning gains in reading and mathematics to attain a ranking in the 20th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review and monitor the use of financial resources and program costs as it relates to school operations.	Principal Assistant Principals EESAC	8/7/06	6/1/07	District Strategic Plan	\$0.00
Work with district budgeting staff to properly allocate resources.	Principal Assistant Principals	8/7/06	6/1/07	District Strategic Plan	\$0.00
Increase the number of community business partnering to share use of school facility.	Principal Assistant Principals Community Involvement Specialist	8/7/06	6/1/07	District Strategic Plan	\$0.00
Analyze use of existing resources, and make necessary adjustments to resource base.	Principal Assistant Principals	8/7/06	6/1/07	District Strategic Plan	\$0.00

### Research-Based Programs

N/A

### Professional Development

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

### Evaluation

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

## *EESAC Compliance*

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

### ***Budget:***

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

### ***Training:***

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

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

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

### ***Technology:***

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

### ***Staffing:***

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

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

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

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

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

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

### ***Benchmarking:***

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

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

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

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$0.00</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*