

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

Carrie P. Meek/Westview Elementary School (5901)

Feeder Pattern - Miami Central Senior

Regional Center III

District 13 - Miami-Dade

Principal - Tracey Crews

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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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 is comprised of single family homes, duplexes, and a large apartment complex five blocks west of the school. The school was built in 1955 and has been retro-wired to provide internet and intranet access to 95 percent of the classrooms. The new wing constructed in 1995, houses the media center with state of the art closed circuit television, four kindergarten classes and a music suite. Three portable classrooms are located on the school site that house pre-kindergarten, ESOL, Spanish and Haitian Language Arts. There are 413 students on free and reduced lunch. As of 2006, one portable classroom was added on the premises to house head start.

The school serves 472 students from the surrounding neighborhood. This population is comprised of a Voluntary Pre-Kindergarten Program (VPK) (4 percent), Standard Curriculum students (92 percent), Special Education (SPED) students (8 percent) and Gifted (1 percent), English Language Learner (ELL) students (6 percent). Ninety-one percent of the students are economically disadvantaged students. The population is multi-ethnic and consists of 87 percent Black, 12 percent Hispanic, and one percent Other. The majority of the Black students are of Caribbean Heritage. The mobility rate of the school's population is 35 percent. Overall, 37 percent of the students are reading at Level 1 and 2, and 31 percent of the students are Level 1 and 2 in mathematics. Under the No Child Left Behind (NCLB), 41 percent of the Black subgroup performed below grade level in reading and 39 percent are below grade level in mathematics. Additionally, 41 percent of the economically disadvantaged subgroup performed below grade level in reading and mathematics.

The teaching population consists of 40 full-time teachers and 3 part-time instructional staff members. Seven teachers are new to the school (18 percent). Of this multi-ethnic group, two are administrators, 24 classroom teachers, 4 special education teachers, 1 art teacher, 1 music teacher, 1 ESOL/Spanish teacher, 1 Haitian Language Arts Teacher, 2 physical education teachers, 1 media specialist, 1 guidance counselor, 1 Speech Pathologist and 2 reading coaches. The teaching population also includes 7 white (17 percent), 23 Black (56 percent), 8 Hispanic (20 percent), 3 Other (7 percent). The school staff is comprised of 7 males and 34 females.

The attendance rate is 96.4 percent for the 2006-2007 school year. The average class size ranges from 18 to 21 students. Carrie P. Meek/Westview Elementary served 88 third grade students during the 2006-2007 school year. Twenty-eight students scored level one and 18 were retained (20 percent), as compared to the state's 19 percent and district's 24 percent. Four students were retained in Kindergarten, 5 in first grade, and 3 in second grade. There were no retentions in 4th or 5th grade.

The following programs contribute to Carrie P. Meek/Westview Elementary's strengths: a part-time gifted program, Academic Excellence Program (AEP), Saturday Academy, a before/after school tutorial program, Teaching Enrichment Activities for Minorities (TEAM), Performing Arts Club (PAC), and an after school care program supported by the Family Christian Association of America (FCAA) that provides extended care services. There is room for improvement concerning parental involvement. Many parents work two to three jobs. They are unable to participate in activities at the school site. Many families do not have computers at home. Additionally, the area is affected by high crime, which affects student attendance, particularly when the majority of the students walk to school.

Students from Carrie P. Meek/Westview Elementary are in the Miami Central Feeder Pattern. The students transition to Westview Middle School for secondary education. Westview Middle School earned a letter grade of 'D' for the 2006-2007 school year. Miami Central High School is in the superintendent's School Improvement Zone (SIZ) schools. Miami Central received a letter grade of 'F' for 2006-2007 school year. The school also participates in the state funded Reading First Grant and Title I funds. These funds provide supplemental funding to ensure that all children in most needy schools are afforded a fair, equal, and significant opportunity to obtain a high quality education; achieve academic success; and work towards narrowing the achievement gap while offering parents opportunities to participate in the education of their children.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 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 a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percent in the number of parental and community contact and interaction as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

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 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader as evidenced by a 10% increase during the 2007-2008 school year as compared to the 2006-007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in Academic Excellence Program (AEP), the number of participating in the program will remain constant during the 2007-2008 school year as compared to the 2006-2007 school year.

Carrie P. Meek/Westview Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) publication from the 36th percentile in the 2006-2007 school year to the 37th percentile during the 2007-2008 school year.

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 2007-2008 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 2007-2008 school year.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

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

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

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

#### *Equity*

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

#### *Citizenship*

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

## 5901 - 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



# School Improvement Plan 2007-2008



## 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.

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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.

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## **School Demographics**

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The average class size ranges from 18-21 students. Overall, 37 percent of the students are reading at Level 1 and 2, and 31 percent of the students are Level 1 and 2 in mathematics. Under the No Child Left Behind (NCLB), 41 percent of the students in the Black subgroup are performing below grade level in reading and 39 percents in mathematics. Additionally, 41 percent of the economically disadvantaged subgroup is performing below grade level in reading and mathematics. Students from Carrie P. Meek/Westview Elementary are in the Miami Central Feeder Pattern. The students transition to Westview Middle School for secondary education. Westview Middle School has a letter grade of 'D' for the 2006-2007 school year. Miami Central High School is one of the superintendent's School Improvement Zone (SIZ) schools. Miami Central received a letter grade of 'F' for 2006-2007 school year.

### Unique Aspects: Advantages

Carrie P. Meek/Westview Elementary School offers a part-time gifted program. Additionally, the school has an Academic Excellence Program (AEP), Saturday Academy, a before/after-school tutorial program, Teaching Enrichment Activities for Minorities (TEAM), Performing Arts Club (PAC), and an after school program supported by the Family Christian Association of America (FCAA) that provides extended care services. Grade level meetings and Academic Leadership Team meetings are held bi-weekly to review, discuss and analyze student data to ensure that benchmarks and the Sunshine State Standards are being met. The Technology Refresh II program will provide a lap top computer for every teacher. Grade levels meet regularly with the Reading Coach to confer, plan and co-teach.

### Unique Aspects: Areas of Concern

There is room for improvement concerning parental involvement. Many parents work two to three jobs. They are unable to participate in activities at the school site. Many families do not have computers at home. Additionally, the area is affected by high crime, which affects student attendance, particularly when the majority of the students walk to school.

### Teacher Demographics

The school leadership team consists of the principal, assistant principal, 2 reading coaches, counselor, and a media specialist. The teaching population consists of 40 full-time teachers and 3 part-time instructional staff members. Seven teachers are new to the school (18 percent). Of this multi-ethnic group, two are administrators, 24 classroom teachers, 4 special education teachers, 1 art teacher, 1 music teacher, 1 ESOL/Spanish teacher, 1 Haitian Language Arts Teacher, 2 physical education teachers, 1 media specialist, 1 guidance counselor, 1 Speech Pathologist and 2 reading coaches. The teaching population also includes 7 white (17 percent), 23 Black (56 percent), 8 Hispanic (20 percent), 3 Other (7 percent). The school staff is comprised of 7 males and 34 females. Carrie P. Meek/Westview Elementary uses retreats, teacher appreciation and professional development activities as retention mechanisms. Vacancies are filled through District sponsored recruitment initiatives such as job fairs and employment expositions.

### Class Size/Teacher-to Student Ratios

The average class size is 18, which includes classroom and special area teachers.

The teacher to student ratios are the following:

Kindergarten: 18:1  
First grade: 20:1  
Second grade: 19:1  
Third grade: 18:1  
Fourth grade: 20:1  
Fifth grade: 20:1



# School Improvement Plan

## 2007-2008



Additionally, there are two Autistic self-contained units with 6 students in each classroom and a SPED resource K-3 classroom with 2 Kindergarten, 3 first grade, 7 second grade and 4 third grade students. There are 9 fourth and 11 fifth grade students who participate in an inclusion program.

### Attendance Rate

The average attendance rate for the 2006-2007 school year was 96.4 percent as compared to the District's overall attendance rate of 94.4 percent. This average attendance rate includes kindergarten through fifth grade.

### Promotion/Graduation/Retention Rates

Carrie P. Meek/Westview Elementary served 88 third grade students during the 2006-2007 school year. Twenty-eight students scored Level one and 18 were retained (20 percent), as compared to the state's 19 percent and district's 24 percent. Four students were retained in Kindergarten, 5 in first grade, and 3 second grade. Those students have been scheduled for daily interventions and before, during and after school tutorials. There were no retentions in 4th or 5th grade.

### Feeder Pattern

Students from Carrie P. Meek/Westview Elementary are in the Miami Central Feeder Pattern. The students transition to Westview Middle School for secondary education. Westview Middle School earned a letter grade of 'D' for the 2006-2007 school year. Miami Central High School is one of the superintendent's School Improvement Zone (SIZ) schools. Miami Central received a letter grade of 'F' for 2006-2007 school year.

### Special Programs

Carrie P. Meek is a Title I that meet the diverse socio-economic and academic needs of the students. Carrie P. Meek/Westview Elementary students also participate in the Academic Excellence Program (AEP). In this program, differentiated instruction is adapted to accommodate students' individual learning needs. Students in grades two through five participate in the Journalism component of the program. The component promotes research, development, writing and publishing a newspaper and literary document.

Two hundred recorders were ordered for the music department. The Art Club showcases their talents annually in the Dade County Youth Fair annual expedition. Students receive additional mentoring from Drug Alcohol Resistance Education (DARE) and the 5000 Role models. Carrie P. Meek/Westview News team disseminates information daily on the public announcement system. In doing so, students acquire journalism skills by researching, writing and publishing various documents. Students also participate in the Safety Patrol Club which helps to maintain a safe environment for students that walk to and from school. Several students have placed regularly in the Theodore Gibson Oratorical contest. Students have also placed runner-up in the Miami Dade County Commissioners 4TH Annual Brain Bowl hosted by Dorrian Rolle. Several faculty members, including teachers and administrators, participate in the Adopt-A-Bee Program.

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, Voyager and the Academy of Reading. School-to-home connections are fostered through Connect Ed, access to the Parent Portal, the school's website, orientation, parent-teacher conferences and workshops. These resources are designed to keep parents abreast of curricular developments in the curriculum in the classrooms.

### School Community Relations/Partners

The Parent Teacher Student Association (PTSA), Dade Partners, Community Involvement Specialist, and the Guidance Counselor are integral parts of the Carrie P. Meek/ Westview family. They identify families in need and provide direct support, assistance and referrals to the appropriate Social Services agencies. 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 Literary Fair/Spaghetti Dinner. The entire neighborhood is invited and parents are encouraged to bring their favorite dessert. At the Opening of School parent orientation meeting, 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 the information received; past events have been field day, reading, mathematics workshops, Reading Under the Stars, computer literacy classes, and tutorial services.

### Grants

Carrie P. Meek/Westview Elementary plans to raise student achievement, particularly in writing, by utilizing two National Board Certified Teachers sponsored through Project RISE (Rewards and Incentives for School Educators). These teachers will provide hands on and individualized instruction to small groups of students. They will also design and implement specific professional development relative to writing and assume the role as professional partners to the administrative staff.

Carrie P. Meek/Westview Elementary receives Title I funds. These funds provides supplemental funding to ensure that all children in most needy schools are afforded a fair, equal, and significant opportunity to obtain a high quality education; achieve academic success; and work towards narrowing the achievement gap while offering parents opportunities to participate in the education of their children. The school also participates in the state funded Reading First Grant. It facilitates the implementation of the five components



# School Improvement Plan 2007-2008



identified by the National Reading Panel, which are critical to effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. The Reading First grant provides a Reading Coach and instructional resources for students ranging from kindergarten through third grade.



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## ***School Foundation***

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### **Leadership:**

The results of the 2006-2007 Organizational Performance Improvement Snapshot (OPIS) 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 revisions; particularly to 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 (4.5) and business results (4.5). Process management and business results are dually important with ensuring Carrie P. Meek/Westview Elementary takes a holistic approach to embrace the vision and mission of the school via the Continuous Improvement Model.

### **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 indicate that teachers use data to drive instruction in their classrooms. This area scored a 4.4 on the snapshot. Teachers utilize the Student Performance Indicator (SPI) screen to analyze student performance on the 2006-2007 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 scored 4.6 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.



# School Improvement Plan 2007-2008



## **Performance Results:**

Performance Results scored 4.5 on the Organizational Performance Improvement Snapshot. Regional Data Debriefing Protocols are utilized to enhance student achievement. Additionally, the targeted populations for Extended Learning Opportunities continue to show measurable results. 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.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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

## Reading Goal

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

#### **Florida Education Priorities**

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

### **Reading Statement**

All students will be able to read on or above grade level.

### **Needs Assessment**

Data from the 2007 Florida Comprehensive Assessment Test (FCAT) indicate that third grade students performed below district and state averages in Words and Phrases (56%), Main Idea/Author's Purpose (53%), Comparison/Contrast (59%) and Reference/Research (50%).

Fourth grade student performance on the following benchmarks: Words and Phrases (60%), Main Idea/Author's Purpose (56%), Comparison /Contrast (59%) and Reference/Research (75%).

Fifth grade student performance on the following benchmarks: Words and Phrases (56%), Main Idea/Author's Purpose (52%), Comparison/Contrast (56%) and Reference/Research (50%).

Thirty-seven percent of students in grades three through five are reading below grade level. Twenty-seven percent of the students are at FCAT Level 1 and require additional intensive instruction in all benchmarks.

An analysis of the 2007 FCAT Reading administration scores indicate: Third grade performed the lowest in reading with 49% meeting high standards, fourth grade scoring 58% meeting high standards, and grade five scoring 61% meeting high standards.

Seventy-two percent of the students in third, fourth and fifth made learning gains in reading.

Sixty-nine percent of the lowest 25% in grades three, four and five made learning gains in reading.



# School Improvement Plan 2007-2008



## ***NCLB Subgroup Target***

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct weekly leadership team meeting to lead and ensure implementation of the Continuous Improvement Model (CIM).	PrincipalAssistant PrincipalReading CoachCommunity Involvement Specialist	09/04/2007	06/04/2008	Continuous Improvement Model	0
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.	PrincipalAssistant PrincipalReading CoachCounselor	09/4/2007	05/30/2008	Continuous Improvement Model	0
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.	PrincipalAssistant PrincipalReading Coach	09/4/2007	05/30/2008	Continuous Improvement Model	1500
Provide common grade level planning time at all levels to enable teachers to analyze data to drive instruction.	Principal Assistant PrincipalReading CoachGrade Level Chairperson	9/4/2007	5/30/2008	Continuous Improvement Model	0
Provide daily home learning activities to reinforce targeted skills and to improve student performance in reading.	PrincipalAssistant Principal	08/20/2007	05/30/2008	Continuous Improvement Model	0
Implement After School and Saturday Academy to assist Level 1 and Level 2 students in achieving learning gains in reading.	Principal Assistant PrincipalReading CoachesCounselor	10/09/2007	6/04/2008	Continuous Improvement Model	10000
Implement Continuous Improvement Model Strategies for all students to ensure student achievement in reading.	PrincipalAssistant PrincipalReading Coach	08/20/2007	06/04/2008	Other/ Not Applicable	0
Implement Voyager Passport and Soar to Success 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.	PrincipalAssistant PrincipalReading Coach	09/05/2007	06/04/2008	Other/ Not Applicable	8400
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.	PrincipalAssistant PrincipalReading Coach	09/4/07	06/04/08	Continuous Improvement Model	0
Utilize the Regional Data Debriefing Protocol to analyze data and plan for instruction.	PrincipalAssistant PrincipalReading Coach	9/4/2007	6/4/2008	Continuous Improvement Model	0
Utilize Accelerated Reader (AR)to encourage independent reading support, comprehension, vocabulary, and fluency development.	Principal, Assistant Principal and Reading Coaches	9/4/2007	6/4/2008	Continuous Improvement Model	1000

### Research-Based Programs

Houghton-Mifflin Reading Series  
 STAR  
 Accelerated Reader  
 Voyager Extended Day  
 Voyager Passport  
 Early Success  
 Soar to Success

### Professional Development



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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:

Edusoft  
Voyager Passport  
CRISS  
Reading First Academy  
Becoming Effective Active Readers (B.E.A.R.)  
Teach Me Writing  
Developing Readers and Writers (D.R.A.W.)  
Differentiated Instruction  
Houghton-Mifflin (K-5)  
Project OWL (Openings Worlds of Literature)  
Project Right Beginnings

## Evaluation

(Formative)  
District Interim Assessments  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS-three times yearly)  
Diagnostic Assessment of Reading (DAR-as needed)  
Houghton-Mifflin Assessments  
Accelerated Reader  
STAR (as needed)

(Summative)  
The 2008 FCAT Reading Administration



### Mathematics Goal

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

**Florida Education Priorities**

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

**Mathematics Statement**

All students will demonstrate increased performance in mathematics.

**Needs Assessment**



# School Improvement Plan 2007-2008



FCAT data reveals that 37 percent of students in grades three through five did not meet proficiency in Mathematics. Seventeen percent 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 2007 FCAT Mathematics scores indicate the following results: fifth grade was the lowest performing in mathematics with 51% at level 3 or above, third grade scoring 64% at Level 3 or above, and grade 4 scoring 67% at Level 3 or above.

An analysis of the 2007 FCAT Mathematics scores indicate seventy-six percent of the students in third, fourth, and fifth grade made learning gains in mathematics.

Eighty percent of the lowest 25% in grades three, four and five made learning gains in mathematics.

All of the subgroups made AYP for the 2007 FCAT Mathematics Assessment. Data from the 2007 Florida Comprehensive Assessment Test (FCAT) indicates the content mean percentage correct for the following grade groups:

Grade level and content cluster data indicate third grade students performed the following: Number Sense (58%), Measurement (63%), Geometry and Spatial Sense (57%) and Algebraic Thinking (50%), and Data Analysis/Probability (71%).

Grade level and content cluster data indicate fourth grade students performed the following: Number Sense (55%), Measurement (63%), Geometry and Spatial Sense (71%) and Algebraic Thinking (57%), and Data Analysis/Probability (43%).

Grade level and content cluster data indicate fifth grade students performed the following: Number Sense (46%), Measurement (54%), Geometry and Spatial Sense (71%) and Algebraic Thinking (57%), and Data Analysis/Probability (43%).

***NCLB Subgroup Target***

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct weekly leadership team meeting to lead and ensure implementation of the Continuous Improvement Model (CIM).	PrincipalAssistant PrincipalDepartmentCh airs	08/20/2007	06/04/2008	Continuous Improvement Model	0
Utilize On-Target and manipulatives to enhance mathematics instruction.	PrincipalAssistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	6000
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.	PrincipalAssistant PrincipalGrade Level Chairperson	08/20/2007	06/04/2008	Continuous Improvement Model	0
Implement "On Target" bi-weekly mathematics assessments to monitor student progress.	PrincipalAssistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	6000
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.	PrincipalAssistant Principal	8/20/2007	06/04/2008	Continuous Improvement Model	0
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.	PrincipalAssistant Principal	8/20/2007	6/04/2008	Continuous Improvement Model	0
Utilize the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	PrincipalAssistantPrinci palReadingCoachesDe partmentChairpersonsC urriculumSupportSpecia list	8/20/2007	6/4/2008	Continuous Improvement Model	0

### 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
- Continuous Improvement Model
- FCAT Lessons Learned
- Family Math
- On-Target
- Student Performance Indicators (SPI)
- Edusoft

### Evaluation

This objective will be evaluated by formal data that includes: 1) 2008 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.

## Writing Goal

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

#### **Florida Education Priorities**

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

### **Writing Statement**

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

### **Needs Assessment**

Scores on the 2007 FCAT Writing+ indicate that the combined score is 3.3, which is below the state combined mean score. Twenty percent of the students scored 3.5 on the expository prompt and 14% of students scored at 3.5 on the narrative prompt, which is lower than the district's average.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement writing assignments across the curriculum to support short and expanded responses and promote the development of the writing process.	PrincipalAssistant PrincipalReading Coach	08/20/2007	6/04/2008	District-wide Literacy Plan	0
Maintain journal for students in Kindergarten through Fifth grade to provide additional support for writing instruction.	PrincipalAssistant PrincipalReading Coach	08/20/2007	06/04/2008	Continuous Improvement Model	0
Maintain a monthly writing sample for Kindergarten through fifth grade students to monitor the stages of writing and develop a student portfolio.	PrincipalAssistant PrincipalReading Coach	08/20/2007	06/04/2008	Other/ Not Applicable	0
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.	PrincipalAssistant PrincipalReading Coach	08/20/2007	06/04/2008	Other/ Not Applicable	250
Participate in writing competitions sponsored by Miami-Dade County schools such as: Young Authors and poetry writing contests.	PrincipalAssistant PrincipalReading Coach	08/20/2007	06/04/2008	Other/ Not Applicable	0
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.	PrincipalAssistant PrincipalReading Coach	08/20/2007	06/04/2008	Other/ Not Applicable	0

### 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
- Teach Me Writing

### Evaluation

The objective will be evaluated by formal data that includes: 1) 2008 FCAT Writing+ 2) Monthly Assessment – site prepared, 3) Pre/Post Assessments-District Prepared

## Science Goal

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

#### **Florida Education Priorities**

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

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

### **Science Statement**

All students will be able to apply scientific method.

### **Needs Assessment**

FCAT data indicated that 24% of students in grade five met high standards in science.

An analysis of the 2007 FCAT Science scores indicated the following results: Seventy-six percent of the students are at FCAT Levels 1 and 2.

Content cluster data indicated that fifth grade students performed the following: Physical/Chemical (50%), Earth/Space (47%), Life/Environmental (42%) and Scientific Thinking (42%).

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model for students' knowledge of science to ensure all Sunshine State Standards are being taught through content area instruction.	PrincipalAssistant Principal	09/04/2007	06/04/2008	Continuous Improvement Model	0
Coordinate parent workshops that will encourage scientific thinking at home.	PrincipalAssistant PrincipalCommunity Involvement Specialist	9/04/2007	06/04/2008	Other/ Not Applicable	0
Conduct monthly science projects utilizing the scientific process for students in grades three through five.	PrincipalAssistant PrincipalMathematics/ Science FacilitatorGrade Level Chairperson	10/22/2007	06/04/2008	Other/ Not Applicable	0
Provide home learning activities based on Harcourt Brace Science series to be completed daily and during extended holidays.	PrincipalAssistant PrincipalReading Coach	08/20/2007	06/04/2008	Continuous Improvement Model	0
Utilize Examview Science to assess students' understanding of the science strands.	PrincipalAssistant Principal	10/4/2007	06/04/2008	Continuous Improvement Model	0
Implement bi-weekly collaborative planning within each grade level focusing on identified benchmarks and strategies to analyze student achievement.	PrincipalAssistant Principal	09/05/2007	06/04/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	PrincipalAssistantPrinci palDepartmentChairs	9/04/2007	6/4/2008	Continuous Improvement Model	0

### Research-Based Programs

Scott Foresman Series

### Professional Development

Continuous Improvement Model  
Scientific Process (Strand H)  
Scott Foresman Series  
Developing/Modifying Focus Calendar  
Edusoft

### Evaluation

Formative:  
Teacher-made pre and post tests  
Scott Foresman chapter and unit tests  
District Interim Assessments for grades 4 and 5

Summative:  
The 2008 FCAT Science Test

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

### **Parental Involvement Statement**

The school will provide increased opportunities for parents to be involved in their children’s education.

### **Needs Assessment**

Results of the parent workshops held during the 2006-2007 school year indicate 52% of the parents were in attendance. Emphasis will be placed on increasing the number of parents who volunteer their services at the school and visit the Parent Resource Center.



### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percent in the number of parental and community contact and interaction as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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 PrincipalCommunity Involvement Specialist	9/4/2007	06/04/2008	Continuous Improvement Model	0
Continue to provide home visits with home learning packages to foster communication between the home and school.	Principal Assistant PrincipalCommunity Involvement Specialist	09/04/2007	06/04/2008	Parental Choice Options	0
Conduct monthly EESAC meetings to update parents about school improvement efforts.	Principal Assistant PrincipalEESAC Chair	09/04/2007	06/04/2008	Exchange Meaningful Information	0
Continue morning coffee with the administration to allow the parents to chat informally with the administration and to communicate their concerns.	Principal Assistant PrincipalCommunity Involvement Specialist	09/04/2007	06/04/2008	Exchange Meaningful Information	500
Implement parent workshops to provide all parents with strategies to assist students in Reading, Writing, Mathematic and Science.	Principal Assistant PrincipalCommunity Involvement SpecialistReading Coach	09/04/2007	06/04/2008	Exchange Meaningful Information	0
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 PrincipalCommunity Involvement SpecialistReading Coach	09/04/2007	06/04/2008	Exchange Meaningful Information	0
Distribute The Parent Academy information and class schedule to parents to encourage participation.	PrincipalAssistant PrincipalCommunity Involvement Specialist	09/04/2007	06/04/2008	Exchange Meaningful Information	0
Continue Mathematics/Science Family Jeopardy Night for students in grades three through five to reinforce mathematics/science skills.	Principal Assistant PrincipalCommunity Involvement Specialist	9/4/2007	6/4/2008	Continuous Improvement Model	0

### 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.  
Monthly ESSAC meetings

### Evaluation

Monthly ESSAC attendance logs  
Title I Community Involvement Specialist logs  
Workshop attendance logs

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

### **Discipline & Safety Statement**

The schools will provide a safe and disciplined environment for all students.

### **Needs Assessment**

A comparison analysis of the 2006-2007 Suspension Report indicates that the number of student suspensions decreased from 61 to 38. Emphasis will be placed on decreasing the number of suspensions during the 2007-2008 school year.

### 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 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the Suspension Report to modify classroom interventions.	PrincipalAssistant PrincipalCounselor	9/4/07	6/4/08	Continuous Improvement Model	0
Use verbal and non-verbal techniques to correct behavior problems.	PrincipalAssistant PrincipalGrade Level Chairperson	9/4/07	6/4/08	Exchange Meaningful Information	0
Place students on daily progress report utilizing student agenda.	PrincipalAssistant PrincipalGrade Level Chairperson	09/04/2007	06/04/2008	Exchange Meaningful Information	0
Contact parents and/or hold student/parent conferences or Teacher/Parent conferences.	PrincipalAssistant PrincipalCounselorGrade Level Chairperson	9/4/07	6/4/08	Exchange Meaningful Information	0
Issue behavioral contracts, provide on-going weekly and/or group counseling centered around Character Education.	PrincipalAssistant PrincipalCounselor	09/04/2007	06/04/2008	Exchange Meaningful Information	0
Develop classroom rules during the first week of school based on the Code of Student Conduct and consistently reinforce them throughout the school year.	PrincipalAssistant PrincipalGrade Level Chairperson	9/04/07	6/04/08	Exchange Meaningful Information	0

### Research-Based Programs

Not Applicable

### Professional Development

Provide workshops on classroom management through the Discipline Protocol Plan established at the school site.

### Evaluation

Results of the 2006-2007 Student Case Management System.

## Technology Goal

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

#### *Florida Education Priorities*

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

### **Technology Statement**

The school will integrate technology in all curricular areas.

### **Needs Assessment**

An analysis of the Accelerated Reader (AR) School-wide Report indicates that the percentage of students in grades 1-5 scoring 80% or higher on all (AR) test remained at 63% during the 2006-2007 school year.

### Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader as evidenced by a 10% increase during the 2007-2008 school year as compared to the 2006-007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement parent workshops that focus on technology programs utilized at the school site.	Principal, Assistant Principal, Grade Level Chairperson, Reading Coach, Community Involvement Specialist	09/04/2007	06/04/2008	Exchange Meaningful Information	0
Monitor bi-weekly and monthly Accelerated Reader reports to ensure active participation in the program.	Principal, Assistant Principal, Grade Level Chairperson, Reading Coach	09/04/2007	06/04/2008	Continuous Improvement Model	0
Provide classroom and individual incentives based on participation in the Accelerated Reader program.	Principal, Assistant Principal, Classroom Teachers	9/4/07	6/4/08	Continuous Improvement Model	500

### Research-Based Programs

Not Applicable

### Professional Development

Accelerated Reader  
Reading Plus

### Evaluation

2007-2008 Accelerated Reader Usage Reports  
2007-2008 Reading Plus Usage Reports

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

### **Health & Physical Fitness Statement**

The school will promote the overall health and fitness of students.

### **Needs Assessment**

During the 2006-2007 school year, 48% students in grades four through five met high standards in running the one mile test.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote healthy eating discussions during science lessons.	Principal, Assistant Principal, Classroom Teacher	9/4/2007	6/4/2008	Exchange Meaningful Information	0
Utilize FITNESSGRAM pre/post test results to guide physical fitness activities.	Principal, Assistant Principal, Classroom Teacher	9/4/2007	6/4/2008	Continuous Improvement Model	0
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	9/4/2007	6/4/2008	Continuous Improvement Model	0
Develop a fitness committee to collaborate and plan semi-annual family oriented activities to promote healthy living	Principal, Assistant Principal, Classroom Teachers, Community Involvement Specialist	9/4/2007	6/4/2008	Exchange Meaningful Information	0
Provide professional development regarding fitness and health-related issues.	Principal, Assistant Principal, Physical Education Teacher	9/4/2007	6/4/2008	Exchange Meaningful Information	0

### Research-Based Programs

Not Applicable

### Professional Development

Provide updates, trends and follow-up activities relating to the National Standards for Physical Education.

### Evaluation

The results of the 2007-2008 FITNESSGRAM Test.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

### **Electives & Special Areas Statement**

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

### ***Needs Assessment***

During the 2006-2007 school year, 45% of the students that were initially accepted into the program remained active throughout the entire 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 remain constant during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Students participate in differentiated lessons to promote critical and creative thinking; needed to research various topics.	PrincipalAssistant PrincipalReading Coach	09/11/2007	5/30/2008	Academic Enrichment Opportunities	0
Students keep a portfolio of written work.	PrincipalAssistant Principal	09/11/2007	05/30/2008	Academic Enrichment Opportunities	0
Students develop, write, publish and/or perform an original presentation.	PrincipalAssistant PrincipalReading Coach	09/11/2007	05/30/2008	Academic Enrichment Opportunities	0
Students will participate high-interest, cooperative learning projects, to write a story, skit, play, or newsletter.	PrincipalAssistant PrincipalReading Coach	09/11/2007	05/30/2008	Academic Enrichment Opportunities	0
Establish a monthly competition and provide incentives to increase student attendance in the AEP program.	Principal Assistant PrincipalReading Coach	09/11/2007	05/30/2008	Academic Enrichment Opportunities	200

### 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 active student participants in attendance in the AEP program for the 2007-2008 school year to the number of active student participants in attendance in AEP for the 2006-2007 school year.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

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

### **Return On Investment Statement**

Return on Investment (ROI)

### ***Needs Assessment***

During the 2006-2007 school year, Carrie P. Meek/Westview Elementary ranked at 36%.

### Measurable Objective

Carrie P. Meek/Westview Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) publication from the 36th percentile in the 2006-2007 school year to the 37th percentile during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use student data analysis results to find or construct more effective educational strategies that fit the needs of student and staff.	Principal, Assistant Principal, Classroom Teachers, Community Involvement Specialist	9/4/2007	6/4/2008	Exchange Meaningful Information	0
Identify lowest quartile students early and provide additional assistance.	Principal, Assistant Principal	9/4/2007	6/4/2008	Continuous Improvement Model	0
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal, Classroom Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

2007-2008 State of Florida Index Publication

**EESAC Compliance**

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

**Budget:**

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 ensure 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:**



# School Improvement Plan 2007-2008



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.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	20900
Mathematics	12000
Writing	250
Science	0
Parental Involvement	500
Discipline & Safety	0
Technology	500
Health & Physical Fitness	0
Electives & Special Areas	200
Return On Investment	0
<b>Total</b>	<b>34350</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

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

\_\_\_\_\_  
*Region Superintendent*