



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Carrie P. Meek/Westview K 8 Center

2101 NW 127TH ST

Miami, FL 33167

305-688-9641

<http://stingerterritory.dadeschools.net/>



SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Carrie P. Meek/Westview K- 8 Center 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 entire community of adult caregivers at Carrie P. Meek/Westview K-8 Center, e.g. teachers, administrators, parents, and community members, will mobilize to support students; holistic development in order to affect optimal learning and academic success, in accordance to the COMER philosophy, “ It takes a whole village to raise a child.”

Provide the school's vision statement

The vision of Carrie P. Meek/Westview K-8 Center is to improve the faculty and staff’s comprehension 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.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school counseling program provide students with the opportunity to learn more about themselves and others, and supports students in the academic, personal/social, career, and community involvement/global citizenship areas. Student services staff foster and enhance the efforts of teachers and administrators in working with students and families in a holistic way to create a positive school climate that is respectful of students' cultures and differences. Students are encouraged and challenged to identify their individual uniqueness and understand multicultural diversity. Additionally, the school provides programming and assemblies that promote cultural awareness, such as celebrating Hispanic Heritage Month and Haitian Flag Day.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Carrie P. Meek Westview K8 Center is committed to providing a safe learning environment for all students. School staff are dedicated to preventing bullying and harassment in school by providing awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated. The Miami-Dade County Public Schools' Bullying & Violence Prevention curriculum is delivered to students in Pre-K through 8th grades. Presenters from community organizations and agencies are invited to conduct presentations for our students on topics such as violence prevention, gang awareness, bullying prevention, and Internet safety. The YMCA offers an enriching after school program for students in kindergarten to 8th grade, and the school provides a variety of clubs and intramural sports offerings after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students and parents are provided with access to the District Code of Student Conduct, which provides information on expectations of behavior and students responsibilities. School staff provide students with due process through Student Case Management Referral System when students violate the Code of Student Conduct, which includes informing and involving parents when an infraction occurs.

Students are provided with a comprehensive articulation, transition and grade level orientation to support student success, and to communicate behavioral expectations. Students are also provided with Student Behavior Contracts, which clearly communicates requirements to participate in school-related activities, and consequences when violations of the Code of Student Conduct occur. Students are recognized for positive character traits through the Student of the Month program, and recognition programs are held for Perfect Attendance and Honor Roll. School staff nominate deserving students for the City of Miami Police Department's Do The Right Thing program. This program recognizes and rewards Miami youth for their exemplary behavior, accomplishments and good deeds.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School administrators and teachers work closely with student services to assist students in developing a healthy self-concept, self-awareness, and a sense of personal responsibility. They work to equip students with problem solving and decision-making skills to support healthy and responsible choices.

The students services department coordinates a mentoring program, matching a staff member with a student exhibiting warning indicators. The mentor provides emotional and academic support, and enables the student to have an adult to talk with about concerns or problems.

Student services personnel consult with students, along with parents, teachers, other educators, and community agencies regarding strategies to help students deal with and resolve personal concerns. Counseling and support are provided to students and/or their families facing crisis situations. When necessary, appropriate referrals to outside agencies are made.

Carrie P. Meek/Westview K-8 Center will use AIDS: GET THE FACTS! This is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12. HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards. HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

The students at Carrie P. Meek/Westview K-8 Center will use the Bruce Heiken Children's Vision Program which provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and/or the lenses.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning indicators used by our school are attendance below 90 percent, one or more suspensions in or out of school, course failure in English Language Arts or mathematics, and a Level 1 scores on the statewide standardized assessments in English Language Arts or mathematics.

Carrie P. Meek Westview K8 Center's administration, school counselor and social worker monitor the students that are tardy and absent. After 5 unexcused absences the homeroom teacher submits a referral and the social worker contacts the parent. After 10 unexcused absences a letter is sent home and a conference is scheduled. After 15 unexcused absences within a 90 pay period a truancy referral is made.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade | Students |
|--------------------------------------|--------------|------------|
| Attendance below 90 percent | K | 15 |
| Attendance below 90 percent | 1 | 6 |
| Attendance below 90 percent | 2 | 4 |
| Attendance below 90 percent | 3 | 6 |
| Attendance below 90 percent | 4 | 6 |
| Attendance below 90 percent | 5 | 3 |
| Attendance below 90 percent | 6 | 6 |
| Attendance below 90 percent | 7 | 14 |
| Attendance below 90 percent | 8 | 9 |
| | Total | 69 |
| | Total | |
| Course failure in ELA or Math | K | 6 |
| Course failure in ELA or Math | 1 | 8 |
| Course failure in ELA or Math | 2 | 12 |
| Course failure in ELA or Math | 3 | 4 |
| Course failure in ELA or Math | 4 | 7 |
| Course failure in ELA or Math | 6 | 8 |
| Course failure in ELA or Math | 7 | 9 |
| Course failure in ELA or Math | 8 | 6 |
| | Total | 60 |
| Level 1 on statewide assessment | 3 | 21 |
| Level 1 on statewide assessment | 4 | 13 |
| Level 1 on statewide assessment | 5 | 14 |
| Level 1 on statewide assessment | 6 | 21 |
| Level 1 on statewide assessment | 7 | 39 |
| Level 1 on statewide assessment | 8 | 8 |
| | Total | 116 |
| Level 1 on statewide Math assessment | 3 | 18 |
| Level 1 on statewide Math assessment | 4 | 16 |
| Level 1 on statewide Math assessment | 5 | 15 |
| Level 1 on statewide Math assessment | 6 | 17 |
| Level 1 on statewide Math assessment | 7 | 28 |
| Level 1 on statewide Math assessment | 8 | 12 |
| | Total | 106 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade | Students |
|-----------|--------------|----------|
| | Total | |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Instructional staff and student services staff members work collaboratively to support student success. Teachers regularly review student data to identify students in need of intervention, and to monitor growth and progress. As part of the Response to Intervention process, teachers utilize the WonderWorks curriculum to provide intervention to students who scored a Level 1 or Level 2 on the 2014 Mathematics FCAT 2.0, or to students who scored below the 50 percentile on the 2014 Stanford Achievement Test. Students who do not show improvement as indicated through ongoing progress monitoring, more intensive interventions are provided at the Tier 3 level. If academic improvement is not made after Tier 3 interventions, students are referred to the student services team and the counselor coordinates an SST meeting with the parent.

All of the students are given access to the iReady Reading and Math developmental software programs to help them build and/or improve reading and math skills. The program provides an initial diagnostic assessment that leverages advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously. Parents are recognized as key partners to help support student success. Parents are provided with a PIN number to access a Parent Portal where they can view their child's grades throughout the grading period, enabling them to conference with the teacher when grades decline or assignments are not submitted to the teacher. Teachers make every effort to reach parents and conference with them regarding academic performance, behavior that impacts learning, missing assignments, and how parents can help support learning at home. Teachers also refer students to the guidance counselor when grades decline in case there are emotional issues impacting student performance. The counselor provides individual counseling, group counseling, and referrals to outside agencies, if needed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

A PIP has not been uploaded for this school.

Description

See Parent Involvement Plan

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Carrie P. Meek K8 Center 's staff members work collaboratively with the school PTA to identify potential partners from the community to secure resources to support the school and student achievement. The school takes advantage of the District's existing partnerships through the Dade Partners program, such as Kids and the Power of Work (KAPOW), and Principal Today, as well as staff networking at Chamber of Commerce and other community organization events to establish new partnerships. The school sustains partnerships through maintaining ongoing, open communication with the business and

community partners, professional development for teachers on how to maximize partnerships, and through appreciation and recognition activities for our partners.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title | Email |
|--------------------|---------------------|-----------------------------|
| Crews, Tracey | Principal | pr5901@dadeschools.net |
| Smith-Moise, Sandy | Assistant Principal | smoise@dadeschools.net |
| Napoleon, Philippe | Assistant Principal | napoleon@dadeschools.net |
| Clayton, Tequila | Instructional Coach | tclayton@dadeschools.net |
| Joseph, Shirley | Instructional Coach | sjoseph@dadeschools.net |
| Fleurantin, Janice | Instructional Coach | jfleurantin@dadeschools.net |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Mrs. Tracey Crews, Principal: Mrs. Crews sets the tone for learning and accountability at the school. She provides positive leadership, motivates employees and serve as a role model to both teachers and students. She conveys a vision for the school and brokers buy-in from teachers, students and community members. She guides the development of the yearly school improvement plan, and works with school and community members to implement it. She is responsible for setting high curricular standards and creating an environment of learning to meet state requirements on state standardized tests. Mrs. Crews also interprets budgets and prioritizes fiscal needs based on those budgets. She is familiar with all district, state and federal requirements and ensures that the school is in compliance with the requirements at all times. She creates a positive school environment and maintains an effective discipline plan to create a safe environment for students and staff. She is responsible for hiring quality teachers and staff members and evaluating them in a fair and unbiased manner. She promotes staff development initiatives that are designed to improve student performance.

Ms. Sandra Smith-Moise, Dr. Philippe Napoleon, Assistant Principals: The Assistant Principals support the principal in providing school -based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school. They are responsible for overseeing academic and administrative tasks that includes work on curriculum, school-wide discipline, ordering textbooks and supplies, and preparing student schedules. They also coordinate support services such as cafeteria, transportation and custodial services. They also assist the principal in evaluating teachers' work performance.

Mr. Moises Peguero, Counselor: Mr. Peguero guides students with social and career development. He consults with students, teachers and parents to identify developmental needs and design prevention or intervention activities in order to guide students on a healthy path toward adulthood.

Ms. Tequila Clayton, Reading Coach: Ms. Clayton is responsible for planning, coordinating, and implementing a comprehensive schoolwide literacy program which facilitates learning; for modeling of best practices lessons which use research-based learning strategies; for coaching teachers in all curriculum areas on how to enhance students' literacy skills; for identifying staff development needs

of the school and for providing staff development related to literacy as part of the problem solving process; and for working with school and community groups, such as the Leadership Team, Lead Literacy Team and learning communities, to help all students reach their highest potential.

Ms. Shirley Joseph, Math Coach: Ms. Joseph assists classroom teachers and other instructional staff to

develop strategies, skills, tools, techniques, and capacity to effectively teach math to all students. She analyzes class and grade level data in mathematics at assigned elementary school for the purpose of of sharing information with teachers and making informed decisions relative to instructional practices. She also assesses skills and needs (both initially and ongoing) of teachers and students within an elementary school setting for the purpose of determining the kinds of professional development and strategies needed to bring about student achievement and gains in value added scores in mathematics. Ms. Joseph also Leads and participates in on-going and job-embedded professional development for the purpose of conveying and/or gathering information related to math content knowledge, pedagogy, and coaching.

The Leadership Team members meet weekly to discuss curricular issues, review data, and make collaborative decisions on programming and activities to meet the academic, emotional and social needs of the students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The principal, Mrs. Tracey Crews, creates the school budget and master schedule, upon reviewing and taking into consideration all available resources and needs of the student population. She also solicits support and feedback from the leadership team and instructional staff.

The assistant principals, Ms. Sandra Smith-Moise and Dr. Philippe Napoleon, support the principal in helping to align all resources to meet the individual needs of each student. They assist in interviewing and evaluating school personnel and assist with ensuring curriculum is implemented with fidelity.

District guidelines and procedures are followed when coordinating and supplementing federal, state and local funds, services and programs.

The instructional coaches, Ms. Tequila Clayton and Ms. Shirley Joseph, compile and analyze student data to share with the leadership team and classroom teachers so that resources and instruction can be adjusted, as needed. They also provide professional development and coaching cycles as determined by student data and classroom observation. The coaches are responsible for maintaining an inventory of the resources in their content area.

The Leadership Team meets weekly to review data, discuss curricular issues, and re-align resources, if needed, based on current data from the most recent assessments.

The guidance counselor, Mr. Moises Peguero, coordinates all student services activities and ensures students are provided with appropriate counseling and referral services to meet the social and emotional needs of our students.

The MTSS/Rtl Leadership Team will debrief monthly to develop and implement strategies that promote and sustain a high culture of learning and problem solving of the general education initiative. The levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions on three tiers.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
9. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention following the SST guidelines.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

MTSS/Rtl workshops will be customized to meet the needs of the school. Teachers will be required to take the on-line MTSS/Rtl courses provided by the district. The district professional development and support will include:

1. Training for all administrators in the MTSS/Rtl problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. Providing support for school staff to understand basic MTSS/Rtl principles and procedures; and
3. Providing a network of ongoing support for MTSS/Rtl organized through feeder patterns.

In monitoring the students' progress, the MTSS team will utilize the following resources as Data Sources:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures (grade 6-8)
- McGraw Hill: Wonders Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments (Math On Target and FCAT Test Maker)

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions

- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

Title I, Part A

Title I, Part A, funds school-wide services to Karen M. Siegel Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Carrie P. Meek/Westview K-8 Center through the Title I, Part A funds provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy and/or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided for after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The school based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the School Improvement Process, the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (Challenging Higher Education for Students in our Schools); Florida Kidcare Initiative; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Carrie P. Meek/Westview K-8 Center provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsements programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL). This will also be focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for ELL education materials and district support services to improve the education of immigrant and English Language Learners. Tutorial programs, parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy) and coaching/mentoring for the content area teachers (K-8).

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community. The school social worker provides training for the school registrar on the procedures for enrolling homeless students in the McKinney Vento Homeless Assistance Act. Also, the school social worker provides resources (clothing, school supplies, and social services referrals) for students at Carrie P. Meek/Westview K-8 Center whom are identified as homeless under the McKinney-Vento Act. This insures that homeless children and youth are not stigmatized or segregated on their status and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Carrie P. Meek/Westview K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Nutrition Programs

- 1) Carrie P. Meek/Westview K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Carrie P. Meek/Westview K-8 Center offers a Voluntary Pre-Kindergarten (VPK) program. The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment is administered to all Pre-Kindergarten students as a pre and post-test. The low performing students are targeted for further assessment, particularly to identify strengths and weaknesses. Once identified, teachers will tailor lessons to meet the individual needs of students. The staff will provide parents with packets of suggested activities, registration materials, and offers workshops to train parents to effectively assist in their child's development at home. This early identification, teacher intervention and parental assistance enable the majority of low performing students to make a smooth transition to Kindergarten. Title I and VPK affords students the opportunity to obtain the necessary prerequisite skills to enter Kindergarten with a clear academic advantage. The program will be monitored by formal and informal observations conducted throughout the school year. Additionally, the Florida Continuous Improvement Model (FCIM) will be utilized to evaluate the quality and effectiveness of the program via ongoing monitoring.

Other

Carrie P. Meek/Westview K-8 Center will offer Health Connect in Our Schools (HCiOS). This program offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on the school grounds. Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. Also, HCiOS delivers coordinated social work and mental/behavioral health interventions in

a timely manner. HciOS enhances the health education activities provided by the schools and by the health department, therefore offering a health team that is qualified to perform the assigned duties related to a quality school health care program.

Carrie P. Meek/Westview K-8 Center will use AIDS: GET THE FACTS! This is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12. HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards. HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

The students at Carrie P. Meek/Westview K-8 Center will use the Bruce Heiken Children’s Vision Program which provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and/or the lenses.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Tracey D. Crews | Principal |
| Sonji Allen | Teacher |
| Betty Johnson | Teacher |
| Moises Peguero | Teacher |
| Kimberly Marshall | Teacher |
| Teresa Waters-Cain | Teacher |
| Marguerite Lucas | Teacher |
| Aldine Jenkins | Education Support Employee |
| Barbara Sands | Education Support Employee |
| Antwane Lenoir, Sr. | Parent |
| Antwane Lenoir, Jr. | Student |
| Jean Bmassanga | Business/Community |
| Clinton Cooper | Business/Community |
| Nathaniel Lester | Business/Community |
| Baptiste Joseph | Business/Community |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A meeting was held with EESAC to review and evaluate the goals, barriers and strategies in the School Improvement Plan, and to review data from the 2013-2014 state standardized assessments.

Development of this school improvement plan

School Advisory Council will work in conjunction with school leadership team to develop, monitor and modify school improvement plan based on on-going student formative assessments. All strategies and opportunities for improvement are reviewed monthly by the EESAC to ensure the School Improvement Plan is implemented with fidelity. Student data is provided to the EESAC committee from Interim

Assessments, Florida Comprehensive Assessment Test 2.0 (FCAT) and Florida Assessments for Instruction in Reading (FAIR); in order to heighten awareness, modify strategies and solicit input from all stakeholders. School Advisory Council will work in conjunction with school leadership team to develop, monitor and modify school improvement plan based on on-going student formative assessments.

Preparation of the school's annual budget and plan

The SAC will make recommendations to the principal on the allocation of distributing funds. The SAC funds will be distributed starting in the month of November. All funds will be dispersed with approved proposals.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The projected use of EESAC funds will be used for parental involvement, professional development refreshments, and Standardized Assessment incentives for the 2014-2015 school year. Additionally, funds will be used to buy additional supplemental workbooks, incentives and awards for the students in the form of field trips, certificates, trophies, as well as other items and activities as will arise. The amount allotted to EESAC is \$2,400 for the above items, pending approval of the proposals.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title | Email |
|--------------------|---------------------|-----------------------------|
| Crews, Tracey | Principal | pr5901@dadeschools.net |
| Smith-Moise, Sandy | Assistant Principal | smoise@dadeschools.net |
| Napoleon, Philippe | Assistant Principal | napoleon@dadeschools.net |
| Clayton, Tequila | Instructional Coach | tclayton@dadeschools.net |
| Peguero, Moises | Guidance Counselor | mpeguero@dadeschools.net |
| Croes, Jennifer | Teacher, K-12 | jcroes@dadeschools.net |
| Joseph, Shirley | Instructional Coach | sjoseph@dadeschools.net |
| Fleurantin, Janice | Instructional Coach | jfleurantin@dadeschools.net |

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) at the school site level. The LLT monitors the use of instructional materials related to reading instruction, data analysis and interpretation, professional development, and technology.

The LLT addresses issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level. The LLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The principal will promote the LLT as an integral part of the school's literacy reform to promote a culture of reading by:

- Including representation from all curricular areas on the LLT; mainly to identify strengths and weakness when implementing reading across the curriculum for all grade levels.
- selecting team members who are skilled and committed to improving literacy.
- Offering professional growth opportunities for team members through lesson studies and individualized professional development.
- Creating a collaborative environment that fosters sharing and learning for all stakeholders.
- Developing a school-wide organizational model that supports literacy instruction in all classes by implementing instructional focus calendars, implementation of the K-5 District-endorsed Wonders! Literacy program by McGraw- Hill Publishing, infusion of classroom libraries across the curriculum, and ongoing progress monitoring of student achievement in reading via staff data chats and teacher-student data chats.
- Encouraging the use of data to improve teaching and student achievement across the curriculum and all grade levels.

Tequila Clayton, Instructional Reading Coach: Develop, lead, and evaluate school core content standards/

programs; identify and analyze existing literature on specifically based curriculum/behavior assessment

and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist

in the design and implementation for progress monitoring, data collection, and data analysis; participates

in the design and delivery of professional development and provide support for assessment and implementation monitoring.

Shirley Joseph, Mathematics Coach, and Janice Fleurantin, Science Coach: Support literacy skills in the

content areas through identifying content-related reading materials and reinforcing content-related vocabulary.

Paulin Rios, ELL Teacher: Ensure ELL students are provided support with vocabulary development through visual displays and concrete examples. Ensure appropriate reading strategies are utilized in the classroom to support ELL students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school fosters a culture of meaningful collaboration among teachers in order to create an environment where student learning is enhanced as a result of positive teachers interactions. Time to collaborate on teaching and learning through regularly scheduled time to learn from and work with one another is built into the master schedule. A climate of trust is promoted because when teachers trust one another, they are more likely to reveal their weaknesses and are more likely to address them using the support and guidance of their peers.

The school also utilizes effective use of structures such as teams and committees to encourage shared leadership and decision making. Instructional coaches for Reading, Mathematics and Science are utilized to model instruction and work collaboratively with the teacher to plan, deliver and evaluate the lesson, as requested or needed.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

For recruitment strategies, the principal solicits referrals from current teaching staff for potential new hires. Principal and assistant principals establish a network with local universities for recruitment purposes. Eligible candidates are invited to substitute until positions become available. The principal and leadership team arrange a partnering system for incoming teachers with veteran staff for mentoring and support. Additionally, the leadership team provides support through grade level meetings, team meetings, sample lesson modeling, and professional development activities.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Carrie P. Meek/Westview K-8 Center provides support from the Academic Team to beginning teachers using the Buddy system. All beginning teachers' are placed in our three-year support program guided by the Academic Leadership Team. During this period, the new teacher will receive orientation, formal and informal observations, and a mentor who is knowledgeable in their subject area. The mentor and the academic coaches will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Common Core Standards, and progress monitoring that will enhance the instructional delivery across the curriculum. Also, the mentor will model how to infuse high yield strategies across the curriculum, center rotations, and assigning students to groups based on their learning needs/styles. Additionally, experienced teachers new to Carrie P. Meek/Westview K-8 Center will receive the same support for one year. Experienced teachers from out of state, have the option to remain more than a year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Our teachers utilize the District created Pacing Guides which are aligned to Florida's Standards.

Teachers work together during collaborative planning to ensure they are utilizing teaching strategies, activities and resources that support the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The leadership team meets weekly to ensure instruction is provided based on students' needs. Targeted data for Reading, Math, Writing and Science are reviewed and analyzed to monitor for consistent growth patterns. Instructional coaches debrief the administrative team on their modeling cycles for the week, and their areas of concerns so that support can be provided where needed. The master schedule includes a 90 minute Reading block. Instruction in reading and math includes whole group, small group and differentiated instruction based on student needs. Resources to support instruction include classroom libraries, texts to support units of study, and leveled books for small group instruction.

Students in grades 3 - 8 are monitored for progress in Reading through the Florida Assessment in Reading Instruction (FAIR), and students in grades k - 2 are monitored for progress in Reading through the diagnostic tool in iReady. The data is then used to place students in intervention, as needed. Students in ESE are receiving pull out services, and students in ELL are receiving push in support services.

The Instructional Coach will provide a Claim-Evidence-Reasoning (CER) staff training to all grade teachers; particularly so students can easily incorporate active reading strategies across the curriculum. Through the utilization of CER, evidence-based strategies, such as "think-aloud", reciprocal teaching and the utilization of various concept maps, instruction will be adapted to meet the diverse needs of students. Also, cross-content word walls and leveled readers will be infused into the daily instructional block. Furthermore, to ensure students have reading strategies, tools, and techniques to better understand, organize, navigate, evaluate, and synthesize content material across the curriculum, teachers will facilitate the Gradual Release Model instructional approach based on their class content. Student taking the Florida Alternate Assessments will utilize Unique Learning system to monitor progress throughout the year.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy type: After School Program

Minutes added to school year: 1,600

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Students not making adequate progress will participate in after-school tutoring. Program monitoring and performance incentives will be implemented. Students will receive teacher-led tutoring, and will utilize the Reading Plus and iReady software programs to build reading and math skills.

Strategy Rationale

Reading Plus and iReady are targeted, developmental skill building programs in reading and math. Both programs administer a diagnostic when the students log on in order to provide the differentiated instruction the students need. Many students do not have access to the Internet, or do not have a parent at home that will ensure program usage, so providing computer access after school will increase student usage of the programs.

Person(s) responsible for monitoring implementation of the strategy

Smith-Moise, Sandy, smoise@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reading Plus and iReady reports will be generated to monitor students' progress. Also, both programs have built-in diagnostic assessments that can be assigned to the students to monitor progress. Additionally, FAIR AP2 and AP3 will be also be reviewed to analyze reading progress.

Strategy type: Before School Program

Minutes added to school year: 1,600

Strategy Purpose(s)

- Enrichment

Strategy Description

The District has invested in research-based online programs to provide students with targeted interventions, remediation, practice and enrichment programming. Because of their diagnostic features, these programs will serve to meet the needs all learners, from students who lack proficiency in basic skills to students who are performing at or above grade level. Students will access Reading Plus, iReady Reading and Math, Reflex Learning, Imagine Learning (ELL students), Gizmos, and Discovery Education.

Strategy Rationale

Reading Plus and iReady are targeted, developmental skill building programs in reading and math. Both programs administer a diagnostic when the students log on in order to provide the differentiate instruction the students need. Gizmos provide students with virtual science and math simulations. Many students do not have access to the Internet, or do not have a parent at home that will ensure program usage, so providing computer access after school will increase student usage of the programs.

Person(s) responsible for monitoring implementation of the strategy

Smith-Moise, Sandy, smoise@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reading Plus, iReady, and Reflex Learning reports will be generated to monitor students' progress. Also, the programs have built-in diagnostic assessments that can be assigned to the students to monitor progress. Additionally, FAIR AP2 and AP3 will be also be reviewed to analyze reading progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Carrie P. Meek/Westview K-8 Center offers a Voluntary Pre-Kindergarten (VPK) program and Headstart. The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment will be administered to all Pre-Kindergarten students as a pre and posttest. Screening data will be collected and aggregated prior to September 10, 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students who may need intervention beyond core instruction. The low performing students are targeted for further assessment, particularly to identify strengths and weaknesses. Once identified, teachers tailor lessons to meet the individual needs of students. The staff provides parents with packets of suggested activities, registration materials, and offers workshops to train parents to effectively assist in their child's development at home. The early identification, teacher interventions and parental assistance enables the majority of low performing students to make a smooth transition to Kindergarten. Title I, VPK and Headstart affords students the opportunity to obtain the necessary prerequisite skills to enter Kindergarten with

a clear academic advantage. The program will be monitored by screening tools administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instruction/intervention program. Additionally, the Florida Continuous Improvement Model (FCIM) will be utilized to evaluate the quality and effectiveness of the program via on-going progress monitoring.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through full time highly qualified teachers and paraprofessionals. This will provide young children with a variety of meaningful learning experiences in environments that will give them opportunities to create knowledge through initiatives shared with supportive adults. The Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngster (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

Goals Summary

- G1.** Carrie P. Meek Westview K8 Center will increase student achievement by improving core instruction in all content areas.
- G2.** Carrie P. Meek Westview K8 Center will use Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement.
- G3.** Carrie P. Meek Westview K8 Center will prepare students to be college and career ready through STEM initiatives and programs.
- G4.** See Title I PIP

Goals Detail

G1. Carrie P. Meek Westview K8 Center will increase student achievement by improving core instruction in all content areas.

Quick Keys: Goal: G051400

Targets Supported

| Indicator | Annual Target |
|---|---------------|
| Florida Standards Assessment (FSA) English Language Arts proficiency rate | 44.0 |
| FCAT 2.0 Science % Proficient | 49.0 |
| AMO Targets Reading - All Students | 58.0 |
| Florida Standards Assessment (FSA) Mathematics proficiency rate | 52.0 |
| AMO Targets Math - All Students | 65.0 |

Resources Available to Support the Goal

- Instructional Coach
- Professional Development
- Grade level collaborative planning time
- Administrative Support
- Ongoing Progress Monitoring
- Supplemental Curriculum
- Technology Programs (RiverDeep, FCAT Explorer, Think Central, Unique Learning, I-Ready Reading, Reading Plus, Discovery Education, Edmodo, Learning Village)
- WonderWorks Intervention Kits
- Tutoring
- FCRR Activities
- Curriculum Support Specialists
- cPALMS
- District English Language Arts, Math and Science Supervisors
- District English Language Learner Supervisor
- Promethean Boards
- Media Specialist
- District English Language Arts, Mathematics and Science Websites
- Title I

Targeted Barriers to Achieving the Goal

- Lack of rigor
- Teachers' level of preparedness to implement in-depth instruction of the Florida Standards and preparing students for the Florida Assessment

| <i>Plan to Monitor Progress Toward the Goal</i> | |
|---|--|
| Data disaggregation, Interim Assessments, Florida Standards Assessments, EOCs, Florida Standards Assessment, Science FCAT 2.0 | |
| <i>Person Responsible</i> | Tracey Crews |
| <i>Schedule</i> | Weekly, from 10/1/2014 to 11/26/2014 |
| <i>Evidence of Completion</i> | Leadership Meeting Agenda, Data Chat Protocols |

G2. Carrie P. Meek Westview K8 Center will use Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement.

Quick Keys: Goal: G051401

Targets Supported

| Indicator | Annual Target |
|---|---------------|
| Students with attendance below 90 percent (total) | 90.0 |
| Students with one or more suspensions (in or out of school) - total | 5.0 |
| Students with a Level 1 or equivalent score on the statewide assessment in ELA or mathematics | 10.0 |

Resources Available to Support the Goal

- Before School Tutoring
- After School Tutoring
- Social Worker
- Club Supplements (Intramural Sports, Art, Gardening, Cooking, Girl Scouts)
- City of Miami Do The Right Thing Program
- Community Mental Health Agencies
- The Children's Trust
- YMCA
- Boys and Girls Club of Miami
- Kids and the Power of Work
- Miami Theater Center

Targeted Barriers to Achieving the Goal

- School does not have a school-wide positive behavior system implemented
- Failure to see the connection between grades earned and success in school and in life
- Failure to see connection between good attendance and its impact on student achievement

| Plan to Monitor Progress Toward the Goal | |
|--|--|
| Student Case Management Referrals and Student Suspension Data, Review of list of names of students who have perfect attendance, ensuring recognition occurred, | |
| Person Responsible | Tracey Crews |
| Schedule | Quarterly, from 9/9/2014 to 6/5/2015 |
| Evidence of Completion | Review of quantity of Student Case Management Referrals submitted for violations of the Code of Student Conduct and number of indoor and outdoor suspensions. List of students with perfect attendance, by month. Monthly list of Student of the Month honorees. |

G3. Carrie P. Meek Westview K8 Center will prepare students to be college and career ready through STEM initiatives and programs.

Quick Keys: Goal: G051402

Targets Supported

| Indicator | Annual Target |
|--|---------------|
| Middle school participation in high school EOC and industry certifications | 25.0 |

Resources Available to Support the Goal

- PBS Learning Media
- Field Trips
- Gizmos
- Florida Focus Achieve Lessons
- Discovery Education
- District Science Fair
- Frost Museum of Science
- Weather on Wheels
- LandSharc
- Everglades National Park

Targeted Barriers to Achieving the Goal

- Low level of student involvement in STEM activities

| <i>Plan to Monitor Progress Toward the Goal</i> | |
|---|--|
| Review of evidence of completion of all STEM activities | |
| Person Responsible | Tracey Crews |
| Schedule | Monthly, from 10/6/2014 to 5/29/2015 |
| Evidence of Completion | Field Trips completed, Science Fair held, documentation from LandSharc and Weather on Wheels visit |

G4. See Title I PIP

Quick Keys: Goal: G051403

Targets Supported

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Carrie P. Meek Westview K8 Center will increase student achievement by improving core instruction in all content areas.

G1.B5 Lack of rigor

G1.B5.S1 Implement the Claim-Evidence-Reasoning (CER) strategies into the planning and delivery of content-based instruction.

Quick Keys: Goal: G051400, Barrier: B129147, Strategy: S141308

Strategy Rationale

Claim Evidence Reasoning is a framework for constructing explanations which uses logic to tie evidence to the claim, and requires students to provide a detailed explanation for why the evidence led supports the claim.

| Action Step 1 | |
|--|---|
| Teachers will engage in collaborative planning with the instructional coaches. | |
| Person Responsible | Tequila Clayton |
| Schedule | Weekly, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | |
| Action Step 2 | |
| Increase rigor in content area writing and provide evidence through interactive journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Next Generation Sunshine State Standards/Florida Standards. | |
| Person Responsible | Tequila Clayton |
| Schedule | Weekly, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | Sample student work, essays and interactive journals |
| Action Step 3 | |
| Professional Learning Community to highlight best practices of Claim-Evidence-Reasoning technique used in students' analytical writing. | |
| Person Responsible | Tequila Clayton |
| Schedule | Monthly, from 9/9/2014 to 12/1/2014 |
| Evidence of Completion | Professional Learning Community Agendas, Sign-In Sheets and Minutes |

| Plan to Monitor Fidelity of Implementation of G1.B5.S1 | |
|---|--|
| Walk-through during collaborative planning | |
| Person Responsible | Tracey Crews |
| Schedule | Weekly, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | Lesson Plans, Meeting agenda/minutes, Sign-In Sheet, District Pacing Guide |

| Plan to Monitor Fidelity of Implementation of G1.B5.S1 | |
|---|--|
| Classroom Walkthroughs | |
| Person Responsible | Tracey Crews |
| Schedule | Daily, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | Observation of Claims, Evidence, Reasoning Strategies used by the students, review of student work samples |

| Plan to Monitor Effectiveness of Implementation of G1.B5.S1 | |
|---|---|
| Consistently debriefing with the instructional coaches and Grade level chairs to determine the effectiveness of strategies implementation in correlation to collected data. | |
| Person Responsible | Tracey Crews |
| Schedule | Weekly, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | Authentic Student Work Samples, Ongoing Monitoring of data, ThinkGate Data, District Assessment |

G1.B6 Teachers' level of preparedness to implement in-depth instruction of the Florida Standards and preparing students for the Florida Assessment

G1.B6.S1 Utilize effective planning protocols including the use of the Florida Standards Item Specifications to develop effective instructional strategies to maximize the use of the instructional blocks by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

Quick Keys: Goal: G051400, Barrier: B129148, Strategy: S141309

Strategy Rationale

Students will be able to effectively demonstrate higher order thinking and problem solving skills.

| Action Step 1 | |
|--|---------------------------------------|
| Collaborative Planning with the Instructional Coaches to ensure rigorous lessons based on Florida Standards are planned. | |
| Person Responsible | Shirley Joseph |
| Schedule | Weekly, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | Agendas, Sign-in Sheets, Lesson Plans |

| Action Step 2 | |
|---|--------------|
| Departmentalizing Instruction to allow teachers to focus on one content area to improve their skill set and enhance instructional delivery. | |
| Person Responsible | Tracey Crews |
| Schedule | On 9/9/2014 |
| Evidence of Completion | |

| Plan to Monitor Fidelity of Implementation of G1.B6.S1 | |
|---|-------------------------------------|
| Participation in Collaborative Planning | |
| Person Responsible | Philippe Napoleon |
| Schedule | Weekly, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | Agendas, sign-in sheets |

| Plan to Monitor Fidelity of Implementation of G1.B6.S1 | |
|--|---|
| Review master schedule to ensure classes are scheduled to promote maximum instruction. | |
| Person Responsible | Tracey Crews |
| Schedule | Monthly, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | Completion of Master Schedule to Reflect Departmentalization of Classes |

| Plan to Monitor Effectiveness of Implementation of G1.B6.S1 | |
|--|--|
| Classroom Walk-throughs | |
| Person Responsible | Tracey Crews |
| Schedule | Weekly, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | Review of student work folders and math journals, teacher-made assessments |

| Plan to Monitor Effectiveness of Implementation of G1.B6.S1 | |
|--|--|
| Classroom Walk-throughs | |
| Person Responsible | Tracey Crews |
| Schedule | Weekly, from 9/9/2014 to 11/26/2014 |
| Evidence of Completion | Review of student work folders and math journals, teacher-made assessments |

G2. Carrie P. Meek Westview K8 Center will use Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement.

G2.B1 School does not have a school-wide positive behavior system implemented

G2.B1.S1 The school will implement the ClassDojo program as a school-wide behavior program.

Quick Keys: Goal: G051401, Barrier: B129155, Strategy: S141310

Strategy Rationale

ClassDojo helps teachers instantly reward good behavior and increases student engagement in learning.

| Action Step 1 | |
|--|-----------------------------------|
| Faculty presentation on need for school-wide behavior program and workshop on how to utilize the ClassDojo program | |
| Person Responsible | Moises Peguero |
| Schedule | On 9/9/2014 |
| Evidence of Completion | Workshop Agenda and Sign-In Sheet |

| Action Step 2 | |
|---|--|
| Teachers will register their students in the ClassDojo program to utilize in their class, and reward students who exhibit positive behaviors. | |
| Person Responsible | Sandy Smith-Moise |
| Schedule | On 9/9/2014 |
| Evidence of Completion | Observation of ClassDojo program usage in classrooms |

| Plan to Monitor Fidelity of Implementation of G2.B1.S1 | |
|---|--|
| Classroom Walkthroughs to observe ClassDojo usage | |
| Person Responsible | Tracey Crews |
| Schedule | Quarterly, from 9/9/2014 to 6/5/2015 |
| Evidence of Completion | Review of Student Reports from ClassDojo program |

| Plan to Monitor Effectiveness of Implementation of G2.B1.S1 | |
|--|--|
| Review Student Case Management Referral Data | |
| Person Responsible | Sandy Smith-Moise |
| Schedule | Quarterly, from 9/9/2014 to 6/5/2015 |
| Evidence of Completion | Number of behavioral referrals submitted to the office |

G2.B5 Failure to see the connection between grades earned and success in school and in life

G2.B5.S1 Student recognition for good grades

Quick Keys: Goal: G051401, Barrier: B129159, Strategy: S141311

Strategy Rationale

Student recognition for good grades promotes a positive classroom atmosphere and encourages students to work hard and do their best. It also instills a sense of pride in self and learning.

| Action Step 1 | |
|--|--|
| Implement Student of the Month Program | |
| Person Responsible | Moises Peguero |
| Schedule | Monthly, from 9/1/2014 to 5/29/2015 |
| Evidence of Completion | Student of the Month Recognition Program, Bulletin Board, Certificates |

| Plan to Monitor Fidelity of Implementation of G2.B5.S1 | |
|---|--|
| Ensure program is implemented every month | |
| Person Responsible | Moises Peguero |
| Schedule | Monthly, from 9/1/2014 to 5/29/2015 |
| Evidence of Completion | Review Student of the Month certificates, Bulletin Board presentation to recognize monthly winners |

| Plan to Monitor Effectiveness of Implementation of G2.B5.S1 | |
|--|---|
| Review monthly list of student honorees | |
| Person Responsible | Sandy Smith-Moise |
| Schedule | Monthly, from 9/1/2014 to 5/29/2015 |
| Evidence of Completion | Monthly list of Student of the Month honorees |

G2.B6 Failure to see connection between good attendance and its impact on student achievement

G2.B6.S1 Student recognition for good attendance

Quick Keys: Goal: G051401, Barrier: B129160, Strategy: S141312

Strategy Rationale

Recognition for good attendance will help students and parents learn about the importance of good attendance and its impact on student learning.

| Action Step 1 | |
|--------------------------------|---|
| Perfect Attendance recognition | |
| Person Responsible | Moises Peguero |
| Schedule | Monthly, from 9/1/2014 to 5/29/2015 |
| Evidence of Completion | Observation of Perfect Attendance monthly recognition activity or photos from the event |

| Plan to Monitor Fidelity of Implementation of G2.B6.S1 | |
|---|--|
| Review of list of names of students who are being recognized for perfect attendance | |
| Person Responsible | Sandy Smith-Moise |
| Schedule | Monthly, from 9/1/2014 to 5/29/2015 |
| Evidence of Completion | List of names of students who have perfect attendance, by month. Review of certificates |

| Plan to Monitor Effectiveness of Implementation of G2.B6.S1 | |
|--|--|
| Review of list of names of students who have perfect attendance, ensuring recognition occurred | |
| Person Responsible | Tracey Crews |
| Schedule | Quarterly, from 9/1/2014 to 5/29/2015 |
| Evidence of Completion | List of students with perfect attendance, by month |

G3. Carrie P. Meek Westview K8 Center will prepare students to be college and career ready through STEM initiatives and programs.

G3.B1 Low level of student involvement in STEM activities

G3.B1.S1 Expose students to hands-on STEM activities

Quick Keys: Goal: G051402, Barrier: B129161, Strategy: S141313

Strategy Rationale

Participation in hands-on STEM activities will encourage students' interest in science, develop their inquiry and investigation skills, and enhance their pride in completing research projects.

| Action Step 1 | |
|--|--|
| Student participation in the School and District Science Fair. | |
| Person Responsible | Janice Fleurantin |
| Schedule | On 10/6/2014 |
| Evidence of Completion | Instructional Focus Calender, lesson plan and student work |

| Action Step 2 | |
|--|--------------------------------------|
| Grade Level Field Trips to the Frost Museum of Science | |
| Person Responsible | Sandy Smith-Moise |
| Schedule | On 12/5/2014 |
| Evidence of Completion | Field Trip Registration Confirmation |

| Action Step 3 | |
|---|---------------------------|
| LandSharc and Weather on Wheels Interactive Science Mobiles | |
| Person Responsible | Janice Fleurantin |
| Schedule | On 11/7/2014 |
| Evidence of Completion | Registration Confirmation |

| Plan to Monitor Fidelity of Implementation of G3.B1.S1 | |
|---|--|
| Monitor Science Fair Project process to ensure students are on target | |
| Person Responsible | Philippe Napoleon |
| Schedule | Weekly, from 10/6/2014 to 1/23/2015 |
| Evidence of Completion | Review students' Science Fair Project work |

| <i>Plan to Monitor Fidelity of Implementation of G3.B1.S1</i> | |
|---|---------------------------------------|
| Follow up with Museum of Science for field trip confirmation and ensure teachers have completed required paperwork. | |
| <i>Person Responsible</i> | Sandy Smith-Moise |
| <i>Schedule</i> | Monthly, from 11/10/2014 to 5/22/2015 |
| <i>Evidence of Completion</i> | Completed field trip form packets |

| <i>Plan to Monitor Fidelity of Implementation of G3.B1.S1</i> | |
|--|---------------------------|
| Follow up with MAST Academy for LandSharc and Weather on Wheels and ensure class visitation schedule is created. | |
| <i>Person Responsible</i> | Sandy Smith-Moise |
| <i>Schedule</i> | On 10/31/2014 |
| <i>Evidence of Completion</i> | Class visitation schedule |

| <i>Plan to Monitor Effectiveness of Implementation of G3.B1.S1</i> | |
|---|---|
| School-wide Science Fair is held | |
| <i>Person Responsible</i> | Janice Fleurantin |
| <i>Schedule</i> | On 12/8/2014 |
| <i>Evidence of Completion</i> | Science Fair activity, photos from activity |

| <i>Plan to Monitor Effectiveness of Implementation of G3.B1.S1</i> | |
|---|--|
| Field trips are completed | |
| <i>Person Responsible</i> | Sandy Smith-Moise |
| <i>Schedule</i> | Monthly, from 12/5/2014 to 5/22/2015 |
| <i>Evidence of Completion</i> | Completion of Field Trip activity, Field Trip forms completed, Post-field trip interactive journal entry |

| <i>Plan to Monitor Effectiveness of Implementation of G3.B1.S1</i> | |
|---|------------------------|
| LandSharc and Weather on Wheels Interactive Bus activity completed | |
| <i>Person Responsible</i> | Sandy Smith-Moise |
| <i>Schedule</i> | On 10/31/2014 |
| <i>Evidence of Completion</i> | Completion of activity |

Professional Development

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Carrie P. Meek Westview K8 Center will increase student achievement by improving core instruction in all content areas.

G1.B5 Lack of rigor

G1.B5.S1 Implement the Claim-Evidence-Reasoning (CER) strategies into the planning and delivery of content-based instruction.

PD Opportunity 1

Teachers will engage in collaborative planning with the instructional coaches.

Facilitator

Tequila Clayton

Participants

Content Area Teachers

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

PD Opportunity 2

Professional Learning Community to highlight best practices of Claim-Evidence-Reasoning technique used in students' analytical writing.

Facilitator

Tequila Clayton

Participants

Content Area Teachers

Schedule

Monthly, from 9/9/2014 to 12/1/2014

Evidence of Completion

Professional Learning Community Agendas, Sign-In Sheets and Minutes

G1.B6 Teachers' level of preparedness to implement in-depth instruction of the Florida Standards and preparing students for the Florida Assessment

G1.B6.S1 Utilize effective planning protocols including the use of the Florida Standards Item Specifications to develop effective instructional strategies to maximize the use of the instructional blocks by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Collaborative Planning with the Instructional Coaches to ensure rigorous lessons based on Florida Standards are planned.

Facilitator

Shirley Joseph

Participants

Mathematics Teachers

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Agendas, Sign-in Sheets, Lesson Plans

PD Opportunity 2

Departmentalizing Instruction to allow teachers to focus on one content area to improve their skill set and enhance instructional delivery.

Facilitator

District Provided

Participants

Teachers by Content Area

Schedule

On 9/9/2014

Evidence of Completion

G2. Carrie P. Meek Westview K8 Center will use Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement.

G2.B1 School does not have a school-wide positive behavior system implemented

G2.B1.S1 The school will implement the ClassDojo program as a school-wide behavior program.

PD Opportunity 1

Faculty presentation on need for school-wide behavior program and workshop on how to utilize the ClassDojo program

Facilitator

Moises Peguero, School Counselor

Participants

Instructional Staff

Schedule

On 9/9/2014

Evidence of Completion

Workshop Agenda and Sign-In Sheet

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

| Description | Total |
|---|---------------|
| Goal 1: Carrie P. Meek Westview K8 Center will increase student achievement by improving core instruction in all content areas. | 9,100 |
| Goal 2: Carrie P. Meek Westview K8 Center will use Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement. | 1,500 |
| Grand Total | 10,600 |

Goal 1: Carrie P. Meek Westview K8 Center will increase student achievement by improving core instruction in all content areas.

| Description | Source | Total |
|--|----------------|--------------|
| B5.S1.A2 - Science resources to complete laboratory activities. | Title I Part A | 1,500 |
| B5.S1.A2 - Accelerated Reader Program | Title I Part A | 5,800 |
| B5.S1.A2 - Headphones | Title I Part A | 1,800 |
| Total Goal 1 | | 9,100 |

Goal 2: Carrie P. Meek Westview K8 Center will use Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement.

| Description | Source | Total |
|--|--------|--------------|
| B1.S1.A2 - EESAC funds for student incentives | Other | 1,500 |
| Total Goal 2 | | 1,500 |