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School Number and Name: 6051   Carol City Middle School

S c h o o l   P e r f o r m a n c e   E x c e l l e n c e   P l a n

Principal   *Patricia A. Roberts*   Telephone #:   *(305) 624-2652*

High School Feeder Pattern: *Miami Carol City Senior*

Region: *I*   Board District #:   *1*

The Miami-Dade County Public Schools School Performance Excellence Plan meets all of the requirements of the Florida Department of Education regarding School Improvement Plans as set forth in statute and State Board of Education Administrative Rules.

Miami-Dade County Public Schools

SCHOOL PERFORMANCE EXCELLENCE PLAN
EXECUTIVE SUMMARY

Carol City Middle School

CAROL CITY MIDDLE SCHOOL is located in a culturally diverse, urban community in Opa-Locka that is comprised primarily of low and middle income families. The school's district population reflects the ethnic composition of the community: 86% black, 13% Hispanic, and 1% white. Of these students, approximately 81% receive free and reduced lunch. Referrals to alternative education programs exceed the district average, and the matriculation rate falls below the district average. While corporate franchises exist in the community at large, the immediate business community consists primarily of small, independently-owned businesses. After careful consideration of these factors, the faculty and staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), have identified the following objectives as priorities for the 2001 - 2002 school year:

> Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students in grade (08) will improve their reading comprehension skills as evidenced by a minimum of -60 percent of the students scoring at or above Level 2 on the FCAT Reading Test administered in 2002.

> Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students in grade eight (08) will increase or maintain their writing skills as evidenced by scores on the 2002 administration of the criterion referenced Florida Comprehensive Assessment Test (FCAT) Writing Test which meet or surpass the state's criteria regarding maintenance of performance in high performing groups.

> Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students in grade eight (08) will improve their mathematics application skills as evidenced
> by a minimum of 60 percent of the students scoring at or above Level 2 on the Florida Comprehensive Assessment Test (FCAT) Mathematics Test administered in 2002.

With this blueprint for achievement, it is our expectation that our students will succeed socially and academically in the secondary, post secondary, and career arenas of the 21st century.

VISION

CAROL CITY MIDDLE SCHOOL commits itself to all students by creating a comprehensive curriculum in which all students will receive a preeminent education. In order to achieve this, the faculty and staff will focus on:

•Setting higher standards, benchmarks, and
        assessments for staff and students.
•Utilizing resources efficiently.
•Ensuring a conducive, safe and orderly
        environment.

Due to the fact that our school's success depends upon the decisions we make and the policies we establish, we further commit to:

•Collaborating openly and frequently with one
        another and with the community.
•Acting as role models, the school and
        community work together to form a solid
        educational infrastructure that will greatly
        benefit our students.

We truly believe that Education is Paramount, and knowledge is Power

MISSION STATEMENT

CAROL CITY MIDDLE SCHOOL is committed to providing all students with opportunities for academic readiness, social development, multicultural appreciation, recreational maturation, career decision-planning, civic responsibility, and leadership development through the mastery of basic skills and critical thinking processes. Our motto is "SUCCESS IN THE MIDDLE" with an emphasis on reading, writing, mathematics, and science.

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy
This item explores the teaching process at the school, including programs, services, and delivery systems.

Carol City Middle School provides an interdisciplinary model of instruction. Nine teams comprised of content area and elective teachers meet on a weekly basis to plan activities across the curriculum. Department chairpersons collaborate with the Reading Leader monthly to share best practices and develop activities designed to focus on students' academic achievement.

Our school's Performance Excellence Plan (PEP) Committee, our Educational Excellence School Advisory Council (EESAC) and administrative team have been meeting regularly to analyze data and identify problem areas to address. Also, ESE teachers, Alternative Education teachers, counselors and ESOL teacher meet bi-weekly to identify concerns and needs. Additionally, the Student Services Department members and staff have concluded that the School-To-Career initiative must be combined into the curriculum. This would increase the ability of our students to solve real world problems. Consequently, our sixth grade program begins with a career exploration wheel. Components of the wheel include applied technology, portfolios, career assessment, exhibition, character and esteem building. All courses-grades sixth through eight-emphasize critical thinking, test-taking skills, and applied context. Through the Title I Program, parents and mentors from the immediate community are being organized to advise and assist students through their middle school development. The community mentors along with the career specialist will provide mentoring, shadowing and field trip activities. The curriculum also includes tutorial programs, career inventories, oral presentations, and exhibitions.

1.2 Culture
This item explores the culture of the school, includimg are the vision, mission, and core values of the school.

Vision Statement

Carol City Middle School believes that "Knowledge is Power and Education is Paramount". To this end, instructional strategies and curriculum are focused towards each student's educational development and success. The belief that every student at Carol City Middle School can learn and achieve success is clearly established in the instructional philosophy of each teacher and is supported by the school community. Clearly, Carol City Middle School will provide its students with the skills and knowledge necessary to be successful at the next academic level.

Mission Statement

Carol City Middle School provides a variety of instructional and social programs directed towards the development of well-rounded students. The instructional program is supplemented by an after school tutorial program, a student service mediation program, as well as a Drug Resistance and Abstinence Program. These services are provided by educational specialists and available throughout the school community.

Core Values

Carol City Middle School holds the belief that to be successful, each student must be aware of the following challenges that will face them in their quest to be productive members of the community:

•Difficulties that will act as road blocks and the ability to possess the academic and social skills necessary to overcome these obstacles.
•Students are not alone; they are provided with resources from the school and community to enhance their opportunities for success.
•As members of the community, their successes are vital to the community as a whole.

1.3 Human Resources
This item describes the people who carry out the work of the school.

This school employs a total of 104 full-time staff members and 19 part-time staff members. Of this group, four are administrators, 44 are classroom teachers, eight are exceptional student teachers, three are guidance counselors, one is a TRUST counselor, one is a Career Specialist, twelve are classroom paraprofessionals, nine are clerical employees, seventeen are cafeteria workers, and nine are custodial service workers. Of the teaching staff, 10% are new to this school, with the average length of time teaching in Florida at 10 years.

1.4 Building Resources
This item explores budgetary commitments for facilities, technologies, and equipment.

Carol City Middle School is located at 3737 N.W. 188th Street, Opa-Locka, Florida.
This school has undergone facility renovations during the last six years. A major renovation and addition project

updated the science laboratories and added additional classrooms. The auditorium and media center were also renovated and upgraded. It is projected that a renovation project will soon begin on the parking lot for teachers and student pick-up and drop-off area.

Presently, we have five relocateables used for content area teaching and three computer labs (two functional with internet access). A computer technician has been added to the staff. A computer lab has been added to the media center, and most classrooms have at least two computers. Inservices will be offered to the staff enabling them to use technology in delivery of their lessons.

New computers are in the near future to support after school tutorial programs.

1.5 Constraints
This item explores standards, laws, and rules that strongly influence the school to take action.

The school adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statues), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and Environmental requirements.

The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board rules.

Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student
This item explores the unique requirements, expectations, and needs of the key student groups.

Counselors at the school site will utilize an assessment tool to determine: 1) social development, 2) study skills, and 3) parental development, in an attempt to create personal evaluations for the purpose of creating and sustaining curriculum which will enhance their personal academic career.

2.2 Stakeholder
This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Carol City Middle School enrolls approximately 1,400 students. The parents in our community are middle to low income working parents that depend on the school to educate their children. A large number of students are being reared either by foster parents or grandparents.

Parents want their children to be self sufficient and productive citizens. They look to the school system as a means through which their children can achieve upward mobility.

2.3 Human Resources
This item explores the unique requirements, expectations, and needs of the faculty and staff.

This year at Carol City Middle School, there are many faculty members who are either new hires or transfers from other school sites. Several initiatives will be implemented in order to assist them in their new endeavor and/or transition:

• Telephone tree among new and veteran teachers
• Buddy teacher who serves as a mentor
• Inservice provided by Employee Assistance Program to familiarize staff with the services available to them.
• Social Committee will coordinate activities to raise staff morale and improve interpersonal skills.

2.4 Supplier and Partner
This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

At Carol City Middle School students are provided with services by various state and private agencies. They are visited by social workers, nursing and community liaisons, and are also provided with individual and group counseling. Transportation is also provided by the Miami-Dade County Public

School System for all eligible students; parents also utilize private bus transportation. We have a close working relationship with businesses in our community that assist us with small school projects. We have plans to expand our business partnerships for the 2001-2002 school year.

3. COMPETITION

3.1 Position:
This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Carol City Middle School's enrollment has decreased by 20 percent since last year. The Florida Department of Education grades Carol City Middle School as a "D" school even though improvement was made in reading and mathematics. In order to increase student enrollment, the school provides instruction for varying exceptionalities including gifted students.

3.2 Competitors
This item explores the alternate schools available to students.

Carol City Middle School is a traditional public school located in close proximity to several middle schools. These include Lake Stevens Middle School, Norland Middle School, Parkway Middle School, Lawton Chiles Middle School and Miami Lakes Middle School. All of these schools are competing for the high academic achiever in an effort to improve their school grade. The Florida Department of Education grades Carol City Middle School as a "D" school. Three of the schools aforementioned are grade "C". The Exceptional Education Program has expanded and offers a wide variety of programs from learning disabilities to gifted.

3.3 Mode
This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

"It takes a village to raise our children" is a well known adage, and that philosophy takes center stage when it comes to making important decisions which directly impact the success of our students. That is why Carol City Middle School designates the Educational Excellence School Advisory Council (EESAC), a well-rounded group of administrators, teachers, students, business professional and parents, as its primary decision-making body. Although there are elected members on this council, EESAC meetings are heavily advertised in school and in the community to encourage as much participation as possible. As a result, a discernable feeling of shared ownership strongly envelopes the way the school is governed.

Believing that a strong commitment to academics is not enough, Carol City Middle School also provides a diversified extracurricular program. A student can learn anger management and conflict resolution skills by enrolling in a Peer Mediation elective, while a parent can intimately connect with our classroom curriculum by attending our annual "Family Night". Drug abuse and sexual disease prevention issues are professionally dealt with by our certified crisis counselor, and
a strong system of mentoring for our At-Risk students is provided through our 5000 Role Models Program. Individualized FCAT tutoring is available after school Monday through Thursday. Another after-school program, Vision Quest, helps students understand the importance of goal-setting, budgeting, and positive thinking. All of these activities underscore our commitment to providing a well-rounded education for every student.

3.4 Dynamics
This item explores the changing threats and opportunities to which the school must respond.

The school's PTSA in conjunction with the business community will take a greater responsibility in acquiring funds to enhance the school's budget. Furthermore, the administrators will identify ways to add support for office personnel and faculty (i.e. college/high school students and volunteers).

4. CHALLENGES

4.1 Learning
This item explores the challenges the school faces in providing educational activities that result in student learning.

Many students at Carol City Middle School are apathetic towards education and feel disenfranchised from the learning community. The importance of a well-rounded education is a truth not eagerly accepted by a dominating percentage of our students, who find it difficult to establish relevance between classroom issues and the world-at-large. Underachieving efforts and self-defeating feelings of resignation are pervasive. On the home front, single parent families are commonplace, and parental support systems for our students are challenged as parents assume greater workloads to meet financial obligations. Thus, several students are required to undertake excessive domestic roles while single parents log extra hours at work. Our school's Title I designation underscores the financial difficulties confronting the families of many students; as a result, several homes lack the technology needed to access the internet and its expanding relevance to our society.

4.2 Faculty
This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Carol City Middle School has identified several challenges in relationships with faculty. Among these are:

- The development of a discipline policy that will address safety concerns of faculty and students.
- Information on in-house TEC class to allow teachers the opportunity for personal and professional growth. Currently, six teachers are persuing National Certification.
- Analysis of the curriculum for the past four years indicates all major subject areas need to develop extension service clubs to enhance students' interest in subject areas (SECME, FBLA, etc.).

4.3 Operational and External Forces
This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Carol City Middle School has several "hot spots" in the areas of internal daily operations and interaction with the community which have a direct effect on school achievements and productivity. These areas include:

- Custodial and cafeteria staff
- Security and paraprofessional staff
- Parents/teacher/administration communication
- School-to-Career connections
- Community outreach and involvement
- Business partners and sponsors
- Home/health visitors and advisors
- Truancy law enforcement officers' cooperation

4.4 Process Improvement
This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Tutorial programs are offered to meet the needs of students deficient in reading and mathematics. Courses are offered to remediate students for FCAT testing. Counselors meet with students to discuss promotion requirements and test scores. Additionally, counselors meet with students to schedule classes properly and discuss high school expectations

5. IMPROVEMENT

5.1 Education Design and Support Processes
This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Carol City Middle School has identified many students deficient in reading as it relates to student achievement. In order to address this concern, Carol City Middle School will analyze and identify the problem and develop solutions. A plan will be developed and implemented to resolve the problem. Example: Carol City has 25 students reading at zero grade level which requires diagnostic evaluation and placement in the proper courses. This assistance by the Reading Leader and Guidance Department was proactive. We will provide after school tutorial programs for remediation.

5.2 Education Delivery Process
This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

At Carol City Middle School we have emphasized the advantages and benefits of higher educational degrees and the quest of national certification. Teachers work in an environment in which they are given a voice in the delivery of educational programs. A flexible schedule was created by faculty and staff which enables teachers more time on task with students and afford time for more teacher collaboration. In addition, we will add a monthly question and answer session for new teachers.

5.3 Operational and External Forces Processes
This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Carol City Middle School has identified several issues of concern:

- Improving the internal communication among staff.
- Linking the communication gap between students and staff.

In order to address these needs, an adhoc committee of all educational stakeholders will be charged with presenting the EESAC with an action plan to address these issues.

5.4 Organizational Processes
This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

At Carol City Middle School, we utilized those people that are most involved and knowledgeable about issues that must be addressed. The EESAC, department chairpersons, and team leaders are groups of leadership which address and resolve problems

SCHOOL PERFORMANCE
SELF-ASSESSMENT

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION
PARENT FORM

SA = Strongly Agree
A = Agree   **D = Disagree**
U/U = Undecided/Unknown   **SD = Strongly Disagree**

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. My child's school is safe and secure.	8	47	26	12	7	20	51	15	10	4
2. My child's school is kept clean and in good condition.	11	50	10	16	14	20	47	13	14	6
3. My child's school is overcrowded to the degree that it affects learning.	14	22	36	19	9	18	24	23	25	10
4. My child's school maintains high academic standards.	8	28	35	19	11	16	44	26	10	3
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	16	42	23	12	6	23	44	21	8	4
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	11	47	17	16	9	29	49	9	10	4
7. My child's school serves lunches that are nutritious and taste good.	5	21	28	27	18	10	24	24	20	22
8. My child's school keeps bathrooms clean and in good condition.	3	12	33	25	28	8	20	24	23	25
9. My child's teachers are friendly and easy to talk to.	25	52	15	4	4	27	50	13	7	3
10. My child's teachers make learning interesting and relevant.	17	48	17	12	6	21	50	18	9	3
11. My child's teachers motivate students to learn.	12	50	24	8	6	23	48	17	9	3
12. My child's teachers take an interest in students' educational future.	19	48	24	6	3	24	45	20	8	3
13. My child's teachers are knowledgeable and understand their subject matter.	15	46	30	7	2	23	53	18	5	2
14. My child's teachers assign meaningful homework that helps students learn.	21	42	13	17	7	23	51	11	11	4
15. My child's teachers do their best to include me in matters directly affecting my child's progress in school.	20	36	18	20	5	23	43	14	13	7
16. My child's school is effectively teaching students the basic academic skills in reading.	15	61	10	8	6	25	58	10	5	2
17. My child's school is effectively teaching students the basic academic skills in mathematics.	21	60	7	7	5	26	58	8	6	2
18. My child's school is effectively teaching students to speak and write correctly in English.	16	53	15	11	5	29	54	9	6	2
19. My child's school is effectively teaching students to investigate problems in science.	16	46	22	10	6	23	53	16	7	2
20. My child's school is effectively teaching students to use computers.	17	42	16	14	12	22	42	17	12	7
21. My child's school is effectively teaching students to think critically and reason out problems.	13	47	24	10	6	19	50	20	8	3
22. My child's school is effectively teaching students to develop good study and work habits.	17	42	19	16	6	21	49	16	11	3
23. My child's school is effectively teaching students to get along with different kinds of people.	16	47	26	8	3	23	49	18	7	3
24. The school and law enforcement authorities work together to keep my child's school free of violence.	28	36	19	8	8	29	41	15	9	6
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	25	32	26	10	6	29	40	18	8	5
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	21	36	27	11	5	29	40	19	7	5
27. The principal does an effective job running my child's school.	21	40	28	7	4	28	44	19	6	4
28. The principal is available and easy to talk to.	16	29	35	14	6	21	33	30	10	6
29. The assistant principals are effective administrators.	15	41	32	7	5	22	42	27	6	4
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	20	42	24	8	8	28	41	21	6	4
31. Staff in the principal's office treat me with respect when I contact my child's school.	30	47	13	5	5	31	48	11	7	4
32. School staff respond to my needs and concerns in a reasonable period of time.	18	49	19	8	6	23	47	16	9	5
33. My child is getting a good education at this school.	13	50	16	12	8	27	51	11	7	3
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	16	41	23	8	13	22	49	16	9	4
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	C					B-				

8

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION
STAFF FORM

SA = Strongly Agree
A = Agree   D = Disagree
U/U = Undecided/Unknown   SD = Strongly Disagree

	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. At my school I feel safe and secure.	2	45	4	36	13	39	44	5	10	3
2. At my school the school building is kept clean and in good condition.	0	47	6	36	11	25	43	5	20	8
3. At my school personnel work together as a team.	4	36	4	42	14	23	48	9	15	5
4. At my school administrators solve problems effectively.	2	26	13	47	11	21	41	12	17	8
5. At my school I feel that my ideas are listened to and considered.	10	29	24	27	10	22	43	16	12	7
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	6	19	8	35	33	19	36	10	22	13
7. My principal is an effective administrator.	8	30	21	25	17	34	37	12	10	7
8. My principal represents the school in a positive manner.	13	36	25	15	11	43	38	10	5	4
9. My principal demonstrates good interpersonal skills.	15	34	19	13	19	36	35	10	11	8
10. My principal deals with conflict constructively.	8	31	31	16	14	33	33	18	10	6
11. My principal responds in a reasonable time to my concerns.	11	36	21	17	15	35	37	15	8	5
12. My principal treats me with respect.	30	45	6	8	11	49	35	7	5	4
13. My principal is receptive to constructive criticism.	8	23	40	15	15	28	28	29	9	7
14. My principal is supportive of teachers.	19	30	19	17	15	36	36	14	8	6
15. My ability to do the best possible job at this school is limited by too many students in each class.	58	21	4	10	8	39	30	6	18	7
16. My ability to do the best possible job at this school is limited by student deficiencies in basic academic skills.	58	21	11	6	4	32	40	9	16	4
17. My ability to do the best possible job at this school is limited by lack of concern/support from parents.	43	36	6	13	2	25	37	9	23	6
18. My ability to do the best possible job at this school is limited by lack of concern/support from the principal.	10	27	27	31	6	6	11	14	43	27
19. My ability to do the best possible job at this school is limited by lack of concern/support from the district administration.	27	20	35	16	2	8	15	33	32	13
20. My ability to do the best possible job at this school is limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	42	29	10	13	6	14	24	9	37	16
21. My ability to do the best possible job at this school is limited by school violence.	18	42	8	22	10	4	12	11	46	28
22. My ability to do the best possible job at this school is limited by student gang activity.	8	9	42	25	17	2	6	16	41	36
23. My ability to do the best possible job at this school is limited by student substance abuse.	4	15	38	30	13	2	7	21	40	31
24. Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	8	15	9	32	36	5	28	15	35	18
25. I feel satisfied concerning how my career is progressing at this school.	12	27	12	37	13	19	46	15	13	7
26. I have a feeling of job security in my present position.	23	44	8	15	10	28	50	11	7	4
27. I like working at my school.	17	31	13	21	17	36	43	10	7	4
28. Staff morale is high at my school.	6	6	11	23	55	14	32	18	21	15
29. I frequently feel overloaded and overwhelmed while working at my school.	32	38	9	13	8	18	33	10	31	7
30. Annual teacher evaluations are fair and reasonable.	19	50	19	2	10	27	51	17	3	2
31. Annual teacher evaluations are used to improve teacher performance.	9	38	30	13	9	19	43	25	9	4
32. Inservice programs keep me informed of the latest educational strategies.	23	40	17	12	8	24	52	11	9	4
33. I believe children attending my school are receiving a good education.	2	38	26	23	11	25	52	13	7	3
34. The overall climate or atmosphere at my school is positive and helps students learn.	6	27	20	27	20	24	48	13	11	5
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	D+					B-				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION
STUDENT FORM

SA = Strongly Agree   D = Disagree
A = Agree   SD = Strongly Disagree
U/U = Undecided/Unknown

	PERCENT RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. I feel safe at my school.	14	30	19	24	14	15	44	17	15	9
2. My school building is kept clean and in good condition.	4	22	11	35	28	7	29	16	29	19
3. Students in my school usually follow school rules.	3	11	10	35	42	3	15	21	35	26
4. There are too many students in my classroom and that affects how much I learn.	10	21	11	38	20	14	18	16	34	18
5. My teachers require that I work very hard for the grades I get.	35	46	8	6	4	35	44	12	6	4
6. My school has enough books and equipment to help me learn.	15	27	20	22	16	19	39	16	16	11
7. Food served for lunch at my school looks good and tastes good.	5	17	15	26	37	4	13	16	23	44
8. Bathrooms in my school are clean and in good condition.	1	5	4	25	65	3	9	11	27	51
9. My teachers are friendly and easy to talk to.	17	42	14	18	9	17	38	22	15	9
10. My teachers make learning fun and interesting.	13	46	17	17	8	13	36	22	18	10
11. My teachers make me want to learn.	18	45	12	18	8	17	38	21	16	9
12. My teachers know a lot about the subjects they teach.	28	50	12	8	3	32	44	13	6	4
13. My teachers give me meaningful homework that helps me learn.	18	43	17	10	12	18	40	19	13	9
14. My teachers are interested in how I do in the future.	24	36	19	13	8	22	36	23	11	8
15. My teachers let me know how I am doing on my school work.	25	55	6	9	6	25	47	12	10	6
16. Violence is a problem at my school.	27	33	17	15	7	20	24	22	21	13
17. Gangs are a problem at my school.	15	15	23	28	19	12	14	23	28	23
18. Student drug and alcohol use are problems at my school.	13	19	28	21	19	11	14	25	25	26
19. My principal does a good job running the school.	15	26	21	19	18	20	33	22	12	13
20. The assistant principals are available when needed.	13	32	21	19	15	15	33	25	15	12
21. My guidance counselor helps me with school and personal problems.	20	37	22	11	9	24	32	26	10	9
22. Adults at my school care about me as an individual.	7	32	29	19	12	11	29	30	17	13
23. Adults at my school help me when I need it.	12	48	14	14	12	13	37	25	14	10
24. I like coming to my school.	17	35	17	13	18	16	32	17	14	21
25. I am getting a good education at my school.	15	46	17	15	8	21	45	18	9	7
26. The overall climate or feeling at my school is positive and helps me learn.	9	34	22	20	14	13	35	29	13	10
27. Students get grades A, B, C, D, or F for the quality of their school work. What overall grade would you give to your school?		C					C			

10

COMPREHENSIVE NEEDS ASSESSMENT
DEMOGRAPHIC PROFILE

Staff Characteristics				
Attendance	**1996-1997**	**1997-1998**	**1998-1999**	**1998-1999**
% of Instructional Staff	95.4	95.4	96.4	95
Number of Days Abs.				
None	7	6	6	6
0.5-5	19	18	23	19
5.5-10	22	26	23	19
10.5-15	10	8	10	15
15.5-20	2	2	3	3
20+	5	5	0	4

Student Characteristics									
Mobility/Stability	**1996-1997**	**1997-1998**	**1998-1999**	**1999-2000**	**Attendance**	**1996-1997**	**1997-1998**	**1998-1999**	**1999-2000**
New to M-DCPS	38	49	34	68	% of Students	92.9	93.9	93.3	93.0
					Number of Days Abs.				
Mobility Index	42	35	39	41	None	37	78	99	122
					0.5-5	236	519	508	541
					5.5-10	159	356	341	353
					10.5-15	107	196	222	237
					15.5-20	65	110	106	142
					20+	141	194	235	278

COMPREHENSIVE NEEDS ASSESSMENT
DATA FOR ACCOUNTABILITY

Grade	FCAT Reading											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	52	60	56	84	89	81	48	40	44	16	11	19
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Grade	FCAT Writing					
	Percent of Students Scoring less than 3			Percent of Students Scoring 3 or more		
	98-99	99-00	00-01	98-99	99-00	00-01
4	n/a	n/a	n/a	n/a	n/a	n/a
8	16	10	8	84	90	92
10	n/a	n/a	n/a	n/a	n/a	n/a

Grade	FCAT Mathematics											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	70	62	57	90	83	81	30	38	43	10	17	19
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Grade	SCHOOL GRADE DESIGNATION PERFORMANCE HISTORY		
	98-99	99-00	00-01
4/5	n/a	n/a	n/a
8	D	D	D
10	n/a	n/a	n/a

COMPREHENSIVE NEEDS ASSESSMENT
MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	All	Oct. '99
Additional School-Wide Reading Classes/Courses	All	Sep. '94
Best practice Inservices for Language Arts Teacher	All	Sep. '97
By the Benchmark	8th	Oct. '01
Competency-Based Curriculum	All	Sep. '94
Comprehensive Reading Plan	All	Sep. '98
CRISS	All	Sep. '98
Diagnostic Reading Assessment	All	Apr. '00
ESOL TUTORING	All	Oct. '01
FCAT Coach	All	Oct. '98
FCAT TASK Cards and FCAT Preparation	All	Sep. '99
Florida Curriculum Frameworks	All	Jan. '01
Gateways to Success in Reading	7th	Oct. '96
Guided Reading	All	Sep. '94
Independent Reading	All	Sep. '98
Jamestown Timed Reading	All	Sep. '94
Pull-Out Small Group Tutoring for FCAT Enhancement	All	Aug. '00
Read 180	6th and 8th	Sep. '00
READING LEADER - ASSISTING TEACHERS	All	Aug. '98
Reciprocal Reading	All	Sep. '99
R.I.D.E. (The Reading Wave)	All	Oct. '99
Saturday School FCAT Reading Program	All	Oct. '00
Sixth Grade Challenge	6th	Oct. '01
S.T.A.R.	All	Nov. '00

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
After School Tutorial Program	All	Sep. '94
After School Writing FCAT Tutoring	All	Oct. '99
Bi- Weekly Writing Prompt	7th and 8th	Sep. '94
Career Writing Activity	7th and 8th	Oct. '90
Collaborative Evaluation of Student Writing	All	Sep. '98
Collaborative Scoring of Student Writing	All	Sep. '98
Competency Based Curriculum	All	Aug. '94
Computerized Writing Software	All	Sep. '01
Creative Book Reports assigned by teachers	All	Nov. '94
Creative Writing	All	Aug. '90
CRISS	All	Sep. '97

Demonstration Lessons	All	Sep. '98
District Writing Contests	All	Sep. '00
FCAT Coach in Writing	8th	Sep. '96
FCAT Florida Writes Preparation	8th	Aug. '94
FCAT Saturday tutoring session	All	Oct. '97
FCAT Writing Assessment and preparation	8th	Aug. '98
Florida Writes Mock Test	8th	Nov. '97
In-House Writing Workshops	All	Jan. '98
Journal Writing	All	Aug. '94
Journalism	7th and 8th	Aug. '90
Language Arts Writing Portfolios	All	Sep. '94
Modeling of Writing Process	8th	Sep. '97
One-on-One conferencing	8th	Oct. '97
Student Newspaper	All	Aug. '90
Timed Writing Prompts	7th and 8th	Sep. '96
Title I Tutorial	All	Oct. '97
UM Writing Institute	All	Jun. '93
Writing Across the Curriculum	All	Aug. '94

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
After School FCAT Mathematics Tutorial	7th and 8th	Oct. '99
At Risk Program	6th thru 8th	Sep. '95
Block Scheduling	All	Nov. '98
Brainchild	All	May '99
Bridges to Career, IIT	All	Aug. '00
Competency-Based Curriculum	All	Sep. '94
CRISS Strategies	All	Sep. '99
ESOL Tutoring	All	Oct. '01
Family Math Night	All	Sep. '97
FCAT Coach	All	Nov. '99
FCAT Math Tutoring (Saturday AM)	All	Sep. '99
Florida Curriculum Frameworks	All	Jan. '01
Gifted Program	All	Aug. '96
Glencoe FCAT Study Guide	8th	Sep. '01
Hands-On Equations	All	Oct. '93
Title I Math Bowl Competition	All	Feb. '98
Math Club	All	Jan. '94
S.E.C.M.E.	All	Feb. '97
Student Performance Plan	All	Oct. '98
Urban Systemic Initiative (USI)	All	Sep. '95

COMPREHENSIVE NEEDS ASSESSMENT
PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Read 180	2	Oct. 09, '00
Reading 2000	1	Oct. 16, '00
Critical Thinking Strategies	1	Oct. 23, '00
Curriculum Frameworks	80	Jan. 11, '01
Reading Across the Content Areas	80	Mar. 22, '01
FCAT Strategies Across the Curriculum	80	Apr. 26, '01
FCAT Training for VE/LD	1	May 10, '01
Reading Strategies	1	May 14, '01
CRISS Training	3	May 21, '01
CRISS Training	1	Jun. 06, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Curriculum Frameworks	80	Jan. 11, '01
FCAT Strategies Across the Curriculum	80	Apr. 26, '01
Writing Strategies	1	May 14, '01
Writing Institute	4	Jun. 21, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
AP Mathematics	1	Oct. 20, '00
SECME	1	Oct. 23, '00
Math and Science Comprehensive Plan	1	Oct. 26, '00
Mathematics and the FCAT	80	Nov. 16, '00
Math and Science Comprehensive Plan	1	Dec. 14, '00
Curriculum Frameworks	80	Jan. 11, '01
FCAT Strategies Across the Curriculum	80	Apr. 26, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Computer Technology	1	Oct. 04, '00
Excel I	1	Oct. 10, '00
Desktop Troubleshooting I	1	Oct. 11, '00
Safe Physical Management	2	Oct. 11, '00
Desktop Troubleshooting II	1	Oct. 12, '00

Child Study Team	1	Oct. 18, '00
Child Study Team	3	Oct. 19, '00
Excel II	1	Oct. 20, '00
Access I	1	Oct. 24, '00
Access II	1	Oct. 26, '00
South Florida Science and Engineering Fair	1	Oct. 31, '00
Tarbuk/Lufgens Resources	1	Nov. 16, '00
Cyberstar Training	1	Nov. 30, '00
Earth Comm Program Training	2	Dec. 05, '00
Safe Physical Management	4	Dec. 13, '00
TIMSS and Science FCAT	1	May 11, '01
Holocaust	1	May 14, '01

COMPREHENSIVE NEEDS ASSESSMENT
OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the SPEP relative to the following issues:

Budget:

Monthly EESAC Budget Committee meetings are held to monitor and make recommendations to the Principal. Inservice activities are provided to assist members in understanding the Performance Excellence Plan, FCAT test scores, and curriculum initiatives. Needs of the school are discussed and decisions are made that would positively affect academic achievement

Training:

The EESAC assisted with developing the 2000-2001 staff development plan and implementation. CRISS, Co-nect, FCAT, and Math and Science initiative activities will be the focus for 2001-2002 staff development.

Instructional Materials:

Recommendations are made by the EESAC to the Principal prior to the purchase of instructional materials. FCAT software and materials have been purchased with EESAC budgeted funds. Their continued support will be needed in the future.

Technology:

Technology has been voted by the EESAC as the number one area of concern for the 2001-2002 school year. The EESAC members are committed to upgrading the computer labs and school's technology. EESAC stresses the need for technology to educate students across the curriculum.

Staffing:

The EESAC and PEP Committee met monthly to discuss personnel and curriculum issues that impact the school. They have made several recommendations for the 2001-2002 school year for the principal to consider.

Student Support Services:

The EESAC has always supported the goals and objectives of the student services program and has consistently worked to improve parental and community involvement. Academic counseling and student guidance counseling have been expanded with the support of the EESAC members.

Other Matters of Resource Allocation:

The EESAC supports the overall school program and has allocated funds to enhance technology and promote esteem for students and staff at Carol City Middle School.

Benchmarking:

The progress of the school's goals, objectives, and completed activities are reviewed and monitored monthly by the PEP Committee, EESAC and Principal. Areas of concern are identified and plans are made for improvement by the stakeholders.

School Safety and Discipline:

The EESAC has recommended that the school administrators look into the possibility of increasing the number of security monitors, with special consideration to hiring females, to increase student supervision at critical times during the school day (arrival, lunch, dismissal, and changing of classes). Additional suggestions were made to continue school programs such as D.A.R.E. and the use of students as peer mediators.

COMPREHENSIVE NEEDS ASSESSMENT
TITLE I ASSESSMENT ISSUES

Parental Involvement

Some parents attend Open House at the beginning of the school year and most will respond to a parent/teacher conference request, but few attend PTSA meetings, awards' assemblies and department sponsored Back-to-School nights. Part of the lack of participation comes from the breakdown of communication between the school and the parents. This year's goal is to better advertise school functions to increase parent participation by 25 percent. The use of flyers, team newsletters, and the school marquee will be used to achieve this goal.

Family Literacy

Currently, there is no organized family literacy program at this school. This year the Reading Leader will provide reading workshops for parents and will send home monthly leaflets that provide information on how parents can support and become involved in their child's reading education.

School Climate

The school has adhered to MDCPS' procedures for promoting and maintaining a safe and orderly learning environment. Information has been disseminated to students and parents clearly explaining principles and guidelines for student behavior as prescribed in the district's Code of Student Conduct Handbook. Furthermore, a schoolwide emphasis has been placed on reinforcing positive student performance.

Health Services

The Health Department currently provides an abstinence program and club for the sixth and eighth graders at Carol City Middle School. The Miami-Dade Police Department provides the seventh graders with the D.A.R.E. program, addressing drug abuse and drug related issues. Science teachers are required by the state to teach a unit on Human Growth and Development, as well as AIDS Awareness which coincides with World's AIDS Day. Despite these programs, there is still a lack of personnel, i.e. school nurse, who can devote his/her time solely to students' individual health needs.

MEASURABLE OBJECTIVE

<table>
<tr><td colspan="8">Florida's System of School
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( )</td><td>Performance Results

(X)</td></tr>
</table>

MEASURABLE IMPROVEMENT OBJECTIVE

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students in grade (08) will improve their reading comprehension skills as evidenced by a minimum of -60 percent of the students scoring at or above Level 2 on the FCAT Reading Test administered in 2002.

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Implement the School-To-Career plan by having students complete CAREER PATH PORTFOLIO reading activities that correspond with the CAREER OF THE QUARTER schoolwide focus and calendar.	Career Specialist	Aug. '01	Jun. '02
2. Coordinate CAREER OF THE QUARTER activities to correspond with the CAREER OF THE QUARTER focus (eg., speaker of the quarter, field trips, advisement activities).	Career Specialist	Aug. '01	Jun. '02
3. Require all 8th grade students to take a career inventory.	Career Specialist	Oct. '01	Jun. '02
4. Implement an after school and Saturday program to provide supplemental learning experiences in reading and FCAT preparation.	*Assistant Principal for Curriculum Reading Leader	Oct. '01	Jun. '02
5. Utilize instructional technology in all grade levels to enhance the reading performance of students.	*Reading Leader Technology Coordinator	Sep. '01	Jun. '02
6. Promote interest in reading and writing through Family Language Arts Nights, literacy workshops, speakers, and presentations.	*Language Arts Department Title I Coordinator	Oct. '01	Jun. '02
7. Utilize block scheduling format to reinforce reading across the curriculum.	Assistant Principal for Curriculum	Aug. '01	Jun. '02
8. Provide professional inservices on instructional strategies enhancing student achievement in reading.	Reading Leader	Sep. '01	Jun. '02
9. Provide professional release time during the summer session for teachers to plan and develop FCAT Reading lessons.	*Principal Assistant Principal	Aug. '01	Jun. '02
10. Test students in all grade levels using S.T.A.R. software by the end of the first grading period and use Accelerated Reader and other software to enhance achievement in reading.	*Reading Leader Media Specialist	Sep. '01	Jun. '02
11. Schedule less proficient readers (stanines 1-3) in all grade levels into a mandatory reading elective block as per the district's Comprehensive Reading Plan.	Assistant Principal for Curriculum	Aug. '01	Jun. '02
12. Work with less proficient readers (stanines 1-3)in small groups at all grade levels.	*Reading Leader Reading teachers	Aug. '01	Jun. '02
13. Implement a daily independent reading period as per the district's Comprehensive Reading Plan.	Assistant Principal for Curriculum	Aug. '01	Jun. '02
14. Administer a practice FCAT Reading Test by the end of the first nine weeks. This will be followed by a biweekly FCAT activity at all grade levels across the curriculum to improve student reading achievement.	Department Chairpersons	Aug. '01	Jun. '02

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
15 . Promote research, reading, collecting data, and critical thinking skills by requiring students to complete an investigative report on various science topics.	Science and Social Studies Department Chairperson	Aug. '01	Jun. '02
16 . Fact of the week	Reading Leader	Oct. '02	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

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MEASURABLE IMPROVEMENT OBJECTIVE

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students in grade eight (08) will increase or maintain their writing skills as evidenced by scores on the 2002 administration of the criterion referenced Florida Comprehensive Assessment Test (FCAT) Writing Test which meet or surpass the state's criteria regarding maintenance of performance in high performing groups.

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	**End Date**
1. Implement the School-to-Career plan by having students complete CAREER PATH PORTFOLIO writing activities that correspond with the CAREER OF THE QUARTER schoolwide focus and calendar.	Career Specialist	Aug. '01	Jun. '02
2. Coordinate CAREER OF THE QUARTER writing activities to correspond with the CAREER OF THE QUARTER focus (e.g. Speaker of the Quarter, field trips, advisement activities).	Career Specialist	Aug. '01	Jun. '02
3. Implement a WRITING ACROSS THE CURRICULUM effort in all grade level classes by providing persuasive and expository prompts.	Department Chairpersons	Aug. '01	Jun. '02
4. Provide professional development activities to assist staff in writing instruction for the FCAT Writing Test to improve student achievement.	Assistant Principal for Curriculum	Aug. '01	Jun. '02
5. Maintain a log of student/teacher conference sessions (all grade levels) to discuss individual writing progress.	Language Arts Department	Sep. '01	Jun. '02
6. Feature selected student writings for publication in each issue of the school's newspaper.	Journalism Instructor	Aug. '01	Jun. '02
7. Participate in site, region, and district sponsored contests designed to encourage writing.	Language Arts Department	Sep. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

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MEASURABLE IMPROVEMENT OBJECTIVE

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students in grade eight (08) will improve their mathematics application skills as evidenced
by a minimum of 60 percent of the students scoring at or above Level 2 on the Florida Comprehensive Assessment Test (FCAT) Mathematics Test administered in 2002.

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	**End Date**
1 . Implement the School-To-Career plan by having students complete CAREER PATH PORTFOLIO mathematics activities that correspond with the CAREER OF THE QUARTER schoolwide focus and calendar	Career Specialist	Aug. '01	Jun. '02
2 . Coordinate CAREER OF THE QUARTER mathematics activities to correspond with the CAREER OF THE QUARTER focus (eg., speaker of the quarter, field trips, advisement activities).	Career Specialist	Aug. '01	Jun. '02
3 . Implement an after school and Saturday program to provide supplemental mathematics learning experiences in mathematics and FCAT preparation.	Assistant Principal for Curriculum	Aug. '01	Jun. '02
4 . Utilize instructional technology at all grade levels to enhance students' organizing of data and graphic skills which will improve FCAT performance.	*Technology Coordinator Mathematics Chairperson	Aug. '01	Jun. '02
5 . Promote Family Literacy and interest in Mathematics through a Family Math Nights.	Mathematics Chairperson	Nov. '01	Jun. '02
6 . Utilize block scheduling format to enhance hands-on mathematics instruction.	Assistant Principal for Curriculum	Aug. '01	Jun. '02
7 . Provide professional developement inservices on instructional strategies enhancing student achievement in mathematics.	Assistant Principal for Curriculum	Aug. '01	Jun. '02
8 . Apply a hands-on approach to problem solving through the use of a variety of instructional strategies (e.g. manipulatives, calucators, and area models).	Mathematics Department Chairperson	Aug. '01	Jun. '02
9 . Provide opportunities for students to use mathematical, data collecting, analytical, and interpretive skills outside the mathematics classroom (SECME and Science Club).	*SECME and Science Club Sponsors Mathematics Department Chairperson	Aug. '01	Jun. '02
10 . Register students in site, region, and district sponsored mathematics competitions and activities (e.g. Math Bowl,and Youth Fair).	Mathematics Department Chairperson	Aug. '01	Jun. '02
11 . Math Question of the Week	Mathematics Department Chairperson	Oct. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

WAIVERS

Any waivers submitted for this school may be found
in Appendix A: Waivers, at the back of this book.

TITLE I BUDGETS

The Title I budget for this school may be found in
Appendix B: Title I Budgets, at the back of this book.

SCHOOL PERFORMANCE EXCELLENCE PLAN
REVIEW AND ACCEPTANCE SIGNATURES

LOC. #: 6051 **SCHOOL NAME:** Carol City Middle School

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

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

Required Signatures:

Principal;

EESAC Chair;

UTD Steward;

EESAC Parent Representative;

EESAC Business/Community Representative; and

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.