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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 0681 - Carol City Elementary School

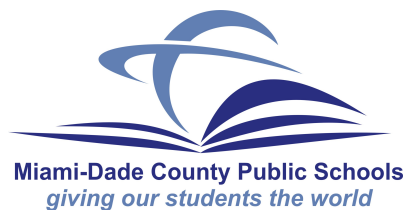
*FeederPattern:* Miami Carol City Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Patricia Bloodworth-Johnson

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Carol City Elementary School*

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The ultimate purpose of education is to help each student to become an effective and contributing citizen in tomorrow's changing technological and global society. Students today must be prepared to compete in a job market with workers from around the world, not just across the city, state, or country. The faculty and staff of Carol City Elementary School are committed to ensuring that the students who leave Carol City Elementary School are equipped with a strong educational foundation on which to build knowledge, skills, and attitudes required to be successful in an ever-changing, competitive, global society.

The Educational Excellence School Advisory Council (EESAC), in conjunction with the administration and faculty has assembled the following measurable goals for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 57 (Fifty-seven) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 51 (fifty- one) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT- Reading Assessment.

Given instruction using the Sunshine State Standards, students in grade 3-6 will improve their mathematics skills as evidenced by 56 (fifty-six) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, African-Americans will improve their mathematics skills as evidenced by 56 (fifty-six) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Students With Disabilities (SWD) subgroup will improve their mathematics skills as evidenced by 56 (fifty-six) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Economically Disadvantaged subgroup will improve their mathematics skills as evidenced by 56 (fifty-six) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by 78 (seventy-eight) percent of students meeting or exceeding high standards on the 2007 administration of the FCAT-Writing Plus Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 34 (thirty-four) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Science Assessment.

Given emphasis on parental involvement, the percent of parent participation in school activities will increase by 6 (six) percentage points when compared to the data from the 2005 – 2006 school year, as evidenced by attendance logs kept by the school's Community Involvement Specialist (CIS).

Given a school-wide emphasis on ensuring a safe and orderly learning environment, Carol City Elementary School will provide an environment conducive to learning for all students, as evidenced by a 10 (ten) percentage point decrease in the number of faculty and staff expressing their concern for an inadequate school-wide discipline plan on an end-of-year staff survey.

Given an emphasis on the use of technology to improve student achievement and to facilitate teaching, the percent of staff participating in technology to effectively retrieve student data will increase by 50 (fifty) percent, as evidenced by a comparison of results from a beginning to year-end Needs Assessment Survey.

Given instruction using the Sunshine State Standards, the percent of students who achieve "Gold" status on the Fitness Gram will increase by 3 (three) percentage points when compared to results of the previous school year.

Given an increased emphasis on student achievement, special area teachers will incorporate reading, writing, and mathematical skills in their daily lessons as evidenced by lesson plans reflecting the integration of strategies to improve students' reading, writing, and/or mathematical skills acquisition.

Carol City Elementary School will improve its ranking on Florida's Return on Investment (ROI) index publication from the 21st percentile in 2004 to the 22nd percentile in the next publication.

After reviewing and analyzing data from the most recent report of the District's Organizational Performance Improvement Snapshot Survey (OPIS), the two areas identified for improvement were Process Management and Strategic Planning.

Within the Process Management Category, item 6A indicates that the staff does not feel that they have the resources needed to do their job. Within the Business Results Category, item 7C indicates that staff does not understand budget

allocations. In house professional development will be provided to staff regarding information as it relates to the expenditures and budget requirements.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

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

## CORE VALUES

### *Excellence*

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

### *Integrity*

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

### *Equity*

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

### *Citizenship*

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

## Carol City Elementary School

### VISION

Carol City Elementary School is committed to educational excellence and acceleration for all stakeholders, where we surpass standards and exceed expectations.

### MISSION

The mission of Carol City Elementary School is to equip students to become academically proficient, performing at their maximum potential in a risk free learning environment where they acquire the knowledge, skills, and attitudes necessary to become contributing citizens, prepared to successfully compete in global job market.

### CORE VALUES

#### QUALITY OF EDUCATION

We are dedicated to quality: quality of service, quality of relationships, and quality of communication.

#### REALIZED POTENTIAL

We believe that we should be, for all who are involved, a place of realized potential.

#### COOPERATION AND RESPONSIBILITY

We believe that our responsibility is to our students, to our employees, and to the community and society that we serve.

## *School Demographics*

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Carol City Elementary School is located at 4375 N.W. 173rd Drive in the City of Miami Gardens, Florida. The school was established in 1957. Carol City Elementary School serves 662 students from the adjacent neighborhood. Of the 662 students, 36 students participate in the Voluntary Prekindergarten/Title I Program. Nine (9) students are served in the Prekindergarten Students With Disabilities Program. There are 617 students in kindergarten through sixth grade which include the following percentage of Students With Disabilities: 19 percent Educable Mentally Handicapped, 69 percent Specific Learning Disabled and 19 percent Gifted. English for Speakers of Other Languages comprise 66 percent of our student population. The ethnic/racial makeup of the student population is 77.3 percent black, 20.3 percent Hispanic, 1.6 percent white and .8 percent other. Seventy percent of the school population receives free lunch and 10 (ten) percent receives lunch at a reduced cost. The mobility rate for the school is 36 percent.

Because of the relatively low income bracket of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The PTA, as well as the Parent Outreach Program, is instrumental in identifying families in need of assistance and providing both direct support and referrals to appropriate social service agencies.

Carol City Elementary School has formed partnerships, won honors and implemented programs that positively impact student achievement. Among those honors is the selection of Carol City Elementary School to be a NASA (National Aeronautics and Space Administration) Explorer school. The school has a Planetarium and a Star Lab located on the school's premises. The school implements the AWS Weather Bug Program. The AWS Weather Bug program provides interactive lessons correlated to the Sunshine State Standards (SSS) in science for all grade levels, and enables students to conduct on-going monitoring of local weather conditions and communicate with schools across the nation and compare weather data.

Carol City Elementary School has a partnership with Comcast Cable Communications, Inc.--a partnership that has encouraged parents, students, and staff to work together for the good of the school and of the community. In addition, Carol City Elementary School has received grants from Hewlett-Packard which have allowed for the purchase of additional computers and the installation of Smart Boards to enhance teaching through the use of technology.

Carol City Elementary School participates in the 5000 Role Models of Excellence Project, initiated by Senator Frederica S. Wilson. This program addresses problems facing young males in urban school districts and is directed toward guiding young males to become responsible young men in the transition from boyhood to manhood.

Carol City Elementary School employs 52 (Fifty-two) instructors, all of whom hold a Bachelor's degree, 17 hold Master of Science degrees, and 3 (three) hold a Specialist degree.

Among the many fine teachers at Carol City Elementary School, there are two teachers who have earned National Board Certification, one teacher who has been named National SECME Teacher of the Year, and one teacher who was runner-up in that same category. One teacher was invited to serve on the review panel for the National Council for Accreditation of Teacher Evaluation (NCATE).

# *School Foundation*

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## ***Leadership:***

The administrative team works alongside the leadership team, teachers, and all stakeholders to ensure the academic success of each child. The old adage, “as iron sharpens iron, so does one man sharpen another,” is a great description of the staff of Carol City Elementary School, which personifies the acronym, T.E.A.M. (Together, Everyone Achieves More). The administrative team works together to ensure the successful academic achievement of the students entrusted to them. Their journey on the road to ensuring optimal student achievement begins with believing that all children can and will learn when taught at their academic level of need, which is echoed in every classroom and throughout the school.

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the “leadership” category, comprised of seven items, received an overall rating of 4.2. Of the seven areas, two received the lowest rating, 1e, with a rating of a “4” (My supervisor encourages learning that will help me advance my career) and 1g, with a rating of a 3.7 (My work location asks me what I think).

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team and school’s EESAC to determine ways to better assist staff in career advancement and to gather input regarding issues of the school.

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

The goal for our staff is to become the personification of the acronym T.E.A.M., (Together, Everyone Achieves More). Staff members are critical in the process of setting goals and objectives for the school. Working with the school’s EESAC, pertinent data are analyzed and decisions are made for the betterment of the school. Committees are formed to establish targets and meet regularly to ensure that adequate progress is made toward the established targets.

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the “District Strategic Planning Alignment” category, comprised of three items, received an overall rating of 3.9. The lowest rating of the three areas was 2a, with a rating of 3.7 (As it plans for the future, my work location asks for my ideas). The other two areas received a rating four, 2b (I know the parts of my work location’s plans that will affect me and my work) and 2c (I know how to tell if we are making progress on my work group’s part of the plan).

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team and school’s EESAC to determine ways to better involve staff making future plans for the school.

## ***Stakeholder Engagement:***

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that “Stakeholder Engagement” category, comprised of five items, received an overall rating of 4.2. Of the five areas rated, the lowest are received a rating of 4.2, 3c (My customers tell me what they need and want).

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team and school's EESAC to determine ways to better assist staff in determining customers' needs and wants.

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

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the "Faculty and Staff" category, comprised of six items, received an overall rating of 4. Of the six areas rated, the lowest are received a rating of 3.9, 5c (My supervisor encourages me to develop my job skills so that I can advance in my career) and 5f (My supervisor and my work location care about me), respectively.

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team and school's EESAC to determine ways to better assist staff in career advancement and feeling valued and appreciated.

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

The aforementioned process of using data to drive change is used to monitor the progress of employees and other aspects of the school. The school's EESAC meets regularly to discuss issues as they may arise and to devise plans to remedy problems and/or concerns. This decision-making body of the school plays a critical role in ensuring that all aspects of the school's functioning are on track with meeting goals and mandates.

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that faculty and staff agree that data analysis helps them to understand the progress and needs of students and staff. Administration has shared data related to student achievement.

### ***Education Design:***

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the "Education Design" category, comprised of four items, received an overall rating of 3.9. Of the four areas rated, the lowest received a rating of 3.6, 6a (I can get all of the resources I need to do my job).

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team, and meet with pertinent staff and the school's EESAC to determine ways to ensure the staff has needed resources.

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

According to the Snapshot, faculty and staff feel that their work environment is a safe one, conducive to teaching and learning.



# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

Every effort is made to ensure that a collegial and supportive working environment is maintained. Administration employs an "open-door" policy, where respect is the cornerstone of all interactions. In addition to valuing all, it is recognized that excellence is dependent upon the summation of the daily decisions made by a skilled teacher executing his/ her craft in the process of molding the minds of students on the road to educational excellence, rather than a score on a particular test or recognition by a particular source. These vital, daily, and formative decisions lay the foundation for all students learning and achieving success, which makes this school the great institution that it is. In short, teachers are trusted to execute their craft in a supportive learning environment, where the focus is on increased student achievement.

## **• Highly Qualified, Certified Administrators:**

The Administrative Team at Carol City Elementary School is comprised of Mrs. Patricia L. Bloodworth-Johnson, principal, and Mr. David Hart, assistant principal.

Mrs. Bloodworth-Johnson has been in the field of education for the past fifteen years. She holds a Bachelor of Science Degree in Elementary Education, and a Master of Science Degree in Educational Leadership. Mrs. Bloodworth-Johnson started her career in education in 1991. Her stint in education includes serving as: a classroom teacher, Curriculum Resource Teacher (CRT), Intern Supervisor, and Title I Specialist, where she worked in Title I schools, assisting with Title I compliance issues and student achievement. As a teacher she received accolades for being an outstanding teacher who demonstrated innovative teaching skills and an extraordinary commitment to education. She traveled with a publishing company to various states, conducting literacy workshops for developing and implementing balanced reading programs. She was also invited to serve on a statewide Fall Regional Writing Assessment Committee for Florida, where she presented information to various counties about the state assessment, Florida Writes! (Now known as FCAT-Writing).

Mrs. Bloodworth-Johnson was published in *The Florida School Administrator*, Winter, 1998, "Teacher Authority to Expel Students from the Classroom Still Confusing." Mrs. Bloodworth-Johnson has had the honor of serving on the ACCESS Center I Assistant Principal's Steering committee and the Assistant Principals' Liaison Committee for the District. Mrs. Bloodworth-Johnson is an active member of the Dade Association of School Administrators (DASA).

As an assistant principal, Mrs. Bloodworth-Johnson worked closely with the principal and staff of Amelia Earhart Elementary School, where she served six years, in upholding standards of excellence in teaching and learning. When Mrs. Bloodworth-Johnson joined the staff of Amelia Earhart Elementary School, the school was recognized as a "C" school under Florida's A+ Plan's school grading system. Working closely with the principal, teachers and staff and community, staff, Mrs. Bloodworth-Johnson assisted the school to become recognized as an "A" school under Florida's A+ Plan for 5 (five) consecutive years. During her time of service, the school also met Adequate Yearly Progress (AYP) for the past two consecutive years.

Mrs. Bloodworth-Johnson is excited to be principal of Carol City Elementary School and considers working with the staff and other stakeholders among her highest honors. Her desire is to work with all stakeholders to ensure that Carol City Elementary School "rises above "C" level and for each student to excel in all areas. Mrs. Bloodworth-Johnson's motto is "Student

achievement . . . what ever it takes!"

Mr. Hart, a 1998 nominee for Teacher of the Year (Natural Bridge Elementary School), was recognized as Who's Who Among Teachers (2002), nominated for Assistant Principal of the Year (2004-2005) , and completed the Principal Preparation Program (PPP) in June of 2006. He has worked diligently with the principal to support and increase student academic achievement.

Mr. Hart's professional preparation includes a Bachelor of Music Degree from the University of Miami (1990), Certification in Elementary Education from Florida Memorial College (1992), and a Master's of Science Degree from Nova University (1996). He has facilitated and continues to facilitate and conduct staff member workshops in the following areas but not limited to:

- Professional Assessment and Comprehensive Evaluation System (PACES)
- Analysis of student data to increase student achievement
- Student Performance Indicators (SPI)
- Academic Improvement Plan (AIP)
- Individual Education Plan (IEP)
- Sunshine State Standards and Competency Based Curriculum (CBC)

Mr. Hart has worked closely with the principal to bring various programs and initiatives to Carol City Elementary School. He was instrumental in applying for, receiving and coordinating a grant for Project C.A.L.M. (Children Achieving Learning through Mentoring) which was an in-house mentoring program designed to help at-risk children to improve socially, emotionally, and academically.

Student achievement has steadily increased (as evidenced by the State of Florida Grading of Schools Criteria) since Mr. Hart has worked at Carol City Elementary School.

### **• Teacher Mentoring:**

At Carol City Elementary School, each beginning teacher (AC1) has been paired with a peer mentor. That mentor has been charged with demonstrating strategies in reading, mathematics, technology, and the content areas, providing curriculum pacing guidance, assisting with lesson planning and development of classroom management strategies, aiding in the selection of materials for on grade level support materials, and ensuring that the beginning teacher has a support system that encourages his or her success.

PACES Procedures for Professional Growth Process will provide teachers with comprehensive information which they may include in the annual Professional Development Plan (PDP) required by Florida State statute to enhance student achievement.

Support will be provided to new teachers to the profession as mandated by Miami-Dade County Public Schools. Teachers will participate in professional development and support trainings provided by the district. All new teachers will be assigned two colleague teachers, or an optional third colleague teacher, by mutual agreement of the teacher and principal, as part of the district's Professional Assessment and Comprehensive Evaluation System (PACES). A needs-assessment will be completed by the beginning teacher to identify major areas where support is needed (classroom management, planning, etc.). The school's reading coaches and administration will provide additional support and assistance.

Support for all teachers will be given through a collegial model, where teachers support teachers through common planning times and attend regularly scheduled grade-level meetings to discuss concerns and issues regarding student achievement. Support

will also be provided by administration in analyzing ongoing student achievement data, the school's reading coach and science/mathematics facilitator who will provide trainings and in-class demonstrations as needed. The Professional Assessment and Comprehensive Evaluation System (PACES) will be used to evaluate all teachers.

### **• School Advisory Council:**

An on-going needs assessment is used to determine those areas affecting student achievement. The assessment identifies actions and strategies to enhance areas which have been determined to be in need of improvement. In addition to the needs assessment, the School Advisory Council examines and disaggregates data to provide specific information for school improvement.

### **• Extended Learning Opportunities**

Carol City Elementary School provides before, after, and Saturday school tutorial programs in reading, writing science, and mathematics, designed to meet students' academic needs. The aim of the tutorial programs is to further address the learning needs of all students, both proficient and non-proficient.

The following Programs will be used in the tutorial programs.

- Voyager
- Early Success
- Soar to Success
- Reading Plus
- EDA Materials
- Riverdeep
- FCAT Explorer

### **• School Wide Improvement Model**

Carol City Elementary School employs the Plan-Do-Study-Act process for ongoing student achievement which involves the following process: 1. Plan: Disaggregate and analyze pertinent data, identify areas of strengths and weaknesses, form instructional groups based on data, prioritize skills needing improvement and set and monitor on-going goals through instructional calendars; 2. Do: Deliver lessons using instructional calendars; 3. Study: Administer frequent assessments following the teaching of skills, analyzing data, identifying areas and strategies requiring improvement and those that are working; 4. Act: Determine each student's next learning steps, remediation or enrichment, of skills or benchmarks. The on-going process is outlined below.

June/ 2006

- FCAT results received and meetings conducted to debrief about the 2005-2006 school year and plan for the 2006- 2007 school year.
- Preliminary student groupings formed for the 2006-2007 school year.
- Areas of strengths and opportunities for improvement (OFIs) identified for the upcoming school year.

August (2006)

- Baseline assessments were administered, scored and analyzed.
- Benchmark calendars were created for targeted instruction based on results of assessments.

January-May (2007)

- Grade level meetings will occur regularly to discuss outcome of on-going assessments and plan and strategize for students' next learning steps.
- Biweekly reading, mathematics, and science assessments will be administered to monitor students' progress toward mastery of the Sunshine State Standards.
- On-going school-wide writing prompts will be administered and scored using the FCAT Writing Plus Assessment rubric.
- Tutorial programs, Mondays, Tuesdays, Thursdays (Before and after school) and Saturdays will commence.
- Ongoing classroom demonstrations and training will be conducted by school's Reading Coaches, Mathematics/ Science Facilitator, and EDA Consultant for teachers on the Sunshine State Standards (SSS).
- District's Comprehensive Research Based Reading Plan (CRRP), Science Plan, and Mathematics Plan will be implemented and monitored.
- Sunshine State Standards Assessment simulations will be conducted to gather further data concerning the progress of students' acquisition of the Sunshine State Standards(SSS).

On-going Assessments

- Bi-weekly Reading Assessments
  - DIBELS
  - DAR (selected students struggling to reach proficiency).
- Administer FCAT Simulation and analyze results as a further means to monitor students' acquisition of the Sunshine State Standards and make necessary adaptations to instruction and tutorial programs.

The aforementioned process will provide assistance in effectively addressing the academic needs of all subgroups identified in No Child Left Behind (NCLB).

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

The students of Carol City Elementary School students will make sufficient annual learning gains to acquire the knowledge, skills, and competencies necessary to master State standards in the area of reading.

### ***Needs Assessment***

The results the 2006 FCAT-Reading administration indicate that 56 (fifty-six) percent of the students tested in grades 3 through 6 met high standards in reading (five percentage points above the previous year). In addition, 58 (fifty-eight) percent of students in grades 3-6 made learning gains (A six percentage point decrease from the previous year's administration). Student With Disabilities (SWD) did not meet adequate yearly progress (AYP) as per standards set forth in No Child Left Behind.

#### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 57 (Fifty-seven) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 51 (fifty- one) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT- Reading Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Employ an additional Reading Coach to provide support to teachers with instructional strategies and professional development.	Administration	8/10/06	5/30/07	District Strategic Plan	\$0.00
Create grade level configurations to provide low student-teacher ratio, and intensive instruction for students scoring Level I and II on the 2006 FCAT Reading test in grades 3, 5 and 6.	Administration, Teachers, Paraprofessionals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Departmentalize grades 3 through 6 and provide flexible grouping for instruction based on 2006 FCAT Reading data.	Administration, Teachers,	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement and monitor differentiated instruction to Students with Disabilities based on the data.	Administration, Reading Coaches, ESE Teachers, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement and monitor school-wide differentiated instruction based on the data.	Administration, Reading Coaches, Teachers,	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Create grade level configurations to provide low student-teacher ratio, and intensive instruction for Students with Disabilities in grades 3 - 6	Administration, ESE Teachers, Classroom Teachers, Paraprofessionals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Administer a comprehensive baseline assessment to determine instructional needs.	Administration, Reading Coaches, Teachers	8/16/06	8/23/06	Continuous Improvement Model	\$0.00
Administer a comprehensive baseline assessment to Students with Disabilities to determine instructional needs.	Administration, Reading Coaches, ESE Teachers, Classroom Teachers	8/16/06	8/23/07	Continuous Improvement Model	\$0.00
Provide continuous professional development to support the Comprehensive Reading	Administration, Reading Coaches, Reading First, District and	8/16/06	5/30/07	District-wide literacy plan	\$0.00

Research Plan.	Regional Support Specialists,				
Provide Immediate Intensive Intervention for students scoring Level I and II on the 2006 FCAT Reading test using Voyager and Soar to Success.	Administration, Reading Coaches, Hourly Teachers, Paraprofessionals	8/21/06	5/30/07	Continuous Improvement Model	\$0.00
Provide Immediate Intensive Intervention for Students with Disabilities using Voyager and Soar to Success.	Administration, Reading Coaches, ESE Teachers Hourly Teachers, Paraprofessionals	8/21/06	5/30/07	Continuous Improvement Model	\$0.00
Analyze baseline data using Edusoft.	Administration, Reading Coaches, Teachers	8/24/06	8/25/06	Continuous Improvement Model	\$0.00
Feature Sunshine State Standards mini-lessons where Reading Coaches highlight the bi-weekly focus skill on the morning announcements, including tips for working with the featured benchmark.	Administration, Reading Coaches	8/28/06	5/30/07	Continuous Improvement Model	\$0.00
Administer bi-weekly benchmark assessments to Students with Disabilities and analyze data using Edusoft.	Administration, Reading Coaches, ESE Teachers Classroom Teachers	9/13/06	5/30/07	Continuous Improvement Model	\$0.00
Administer the District Interim Assessment three times per year.	Administration, Reading Coaches, Teachers	10/25/06	5/23/07	Continuous Improvement Model	\$0.00
Administer bi-weekly benchmark assessments and analyze data using Edusoft.	Administration, Reading Coaches, Teachers	9/13/06	5/30/07	Continuous Improvement Model	\$4000.00
Promote and monitor independent reading with Accelerated Reader.	Administration, Teachers, Media Specialist	8/14/06	5/30/07	District Strategic Plan	\$500.00
Implement "Pullout" and "Push in" tutoring support to provide additional assistance for individual student needs based on the data.	Administration, Reading Coaches, Hourly Teachers, Paraprofessionals	8/30/06	5/30/07	Continuous Improvement Model	\$20000.00
Initiate "Pullout" and "Push in" tutoring to provide additional assistance for Students with Disabilities.	Administration, Reading Coaches, ESE Teachers Hourly Teachers, Paraprofessionals	8/30/06	5/30/07	Continuous Improvement Model	\$6000.00
Create, distribute, and implement a benchmark calendar based on the results of the baseline data and provide instructional strategies for each benchmark.	Administration, Reading Coaches, Teachers	8/24/06	8/25/06	Continuous Improvement Model	\$200.00
Initiate Before and After School Tutoring to address individual student needs of Students with Disabilities.	Administration, ESE Teachers Classroom Teachers	9/18/06	5/30/07	Continuous Improvement Model	\$10000.00
Implement the Plan-Do-Study-Act Model to improve student achievement.	Administration, Reading Coaches, Teachers	6/28/06	5/30/07	Continuous Improvement Model	\$0.00
Initiate Before and After School Tutoring to	Administration, Teachers,	9/18/06	5/30/07	Continuous	\$6000.00

address individual student needs related to Sunshine State Standards and evaluate the effectiveness of the program by analyzing the results of pre and post tests.				Improvement Model	
Utilize the District's Pacing Guides.	Teachers, Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Houghton Mifflin Core Reading Program

FCAT Explorer

Riverdeep

STAR

Reading Plus

Voyager Passport

Learning Today

Read 180

Accelerated Reader

Comprehensive Research-based Reading Plan

## Professional Development

Riverdeep

FCAT Explorer

CRISS Strategies

Accelerated Reader

Strategies for Teaching Benchmarks

Houghton Mifflin Grade Level Instruction

Teaching the Big Five (Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency)

Word Walls



## Evaluation

### Summary of Assessments

#### Formative

#### Summative Assessments

- Comprehensive Baseline Assessment
  - Bi-weekly Benchmark Assessments
  - District Interim Progress Assessments
  - Classroom Assessments
  - DIBELS Assessments
- FCAT-SSS
  - FCAT-NRT
  - Comprehensive Post Test

The objective will be met by 57 (Fifty-seven) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of FCAT-Reading.

In addition, the objective will be met by 52 (fifty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of FCAT-Reading.

Evaluation of Reading Tutorial Program:

Pre/Post Test

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

The students of Carol City Elementary School subgroups will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics as outlined by the State of Florida.

### **Needs Assessment**

The results of the 2006 FCAT-Mathematics administration indicate that forty-five percent of students tested in grades 3 through 6 met high standards in mathematics. There was no change in the percent of students meeting high standards in comparison from the 2005 to the 2006 administrations of the FCAT in mathematics. In addition, 52 (fifty-two) percent of students in grades 3-6 made learning gains, a ten percent decline (from sixty-two percent) over students making learning gains on the 2005 administration of the FCAT. Three subgroups did not meet adequate yearly progress on the 2006 FCAT in Mathematics administration: African American Students, Students with Disabilities, and Economically Disadvantaged Students.

#### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 3-6 will improve their mathematics skills as evidenced by 56 (fifty-six) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, African-Americans will improve their mathematics skills as evidenced by 56 (fifty-six) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Students With Disabilities (SWD) subgroup will improve their mathematics skills as evidenced by 56 (fifty-six) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Economically Disadvantaged subgroup will improve their mathematics skills as evidenced by 56 (fifty-six) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Mathematics Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff development by administration and EDA Acaletics Consultant.	Administration and EDA Acaletics Consultant	6/28/06	5/30/07	Continuous Improvement Model	\$0.00
Review FCAT data and specific student needs during the preliminary planning meeting for teachers in grades three through six.	Administration/ 3rd – 6th grade teachers	6/28/06	6/29/06	Continuous Improvement Model	\$0.00
Integrate science and mathematics curriculum to maximize instruction and planning.	Administration/Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide opportunities for students to work cooperatively using manipulatives and problem solving techniques, in order to develop higher order thinking skills.	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement the Plan-Do-Study-Act model to improve student achievement.	Administration / Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer District and School assessments aligned with the Sunshine State Standards to monitor and adjust curriculum as needed for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Create “Pull-out” and “Push-in” Tutoring to	Retired MDCPS Teachers	8/14/06	5/30/07	Continuous	\$0.00

provide additional assistance for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration, Paraprofessionals			Improvement Model	
Establish Intensive-Remedial classes for grades three, five and six to focus on individual needs of African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Present opportunities for students to work cooperatively using manipulatives and problem solving techniques, in order to develop higher order thinking skills with African-American Students, Students with Disabilities, and Economically Disadvantaged Students..	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer EDA Acaletics Pretests to establish baseline data for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration/Teachers / EDA Acaletics Representative	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer EDA Acaletics Posttests to determine student progress and growth for African-American Students, Students with Disabilities, and Economically Disadvantaged Students..	Administration/Teachers / EDA Acaletics Representative	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement the Plan-Do-Study-Act model to improve student achievement for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration / Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Conduct grade level/ administrative meetings to discuss, and if necessary, realign instructional calendar and strategies based on the results of on-going instruction.	Administration/ Grade Level Teachers/ EDA ACALETIC Consultant	8/14/06	5/30/07	Continuous Improvement Model	\$38500.00
Distribute an Instructional Focus Calendar to support implementation of Sunshine State Standards, objectives, and benchmarks.	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Establish Intensive-Remedial classes for grades three, five and six to focus on individual needs of low-performing students.	Administration/3rd – 6th grade teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Conduct regular grade level/ administrative meetings to discuss, and if necessary, realign instructional calendar based on on-going assessment results for African-American	Administration/ Grade Level Teachers/ EDA Acaletic Representative	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Students, Students with Disabilities, and Economically Disadvantaged Students..					
Administer district and school-level assessments aligned to the Sunshine State Standards to identify students' strengths and areas for improvement, and to monitor and adjust curriculum as needed.	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Employ a Science/Math Facilitator to provide support with instructional strategies and small group instruction.	Administration	8/14/06	5/30/07	District Strategic Plan	\$64000.00
Disaggregate data and configure flexible, instructional groupings based on assessment results.	Administration/3rd – 6th grade instructors	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Create “Pull-out” and “Push-in” Tutoring to provide additional assistance for individual student needs	Retired M-DCPS Teachers, Paraprofessionals Administration	9/25/06	5/30/07	Continuous Improvement Model	\$0.00
Administer EDA Acaletics Monthly Progress Tests to monitor student progress.	Administration/Teachers/ EDA Acaletics Representative	9/25/06	5/30/07	Continuous Improvement Model	\$0.00
Implement Before- and After-School Tutoring to address individual student needs related to Sunshine State Standards for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration / Teachers	9/25/06	5/30/07	Continuous Improvement Model	\$0.00
Initiate the use of Learning Today, a web-based curriculum to address the individual skills of students in correlation to FCAT Sunshine State Standards.	Administration / Teachers	10/16/06	5/30/07	District Strategic Plan	\$0.00
Initiate the use of Learning Today, a web-based curriculum to address the individual skills of African-American Students, Students with Disabilities, and Economically Disadvantaged Students, in correlation to FCAT Sunshine State Standards.	Administration / Teachers	10/16/06	5/30/07	Continuous Improvement Model	\$0.00
Administer EDA Acaletics Posttests to determine student progress and growth.	Administration/Teachers EDA Acaletics Representative	4/23/07	4/26/07	Continuous Improvement Model	\$0.00
Administer EDA Acaletics Pretest to establish baseline data for determining students' strengths and areas in need of improvement.	Administration/Teachers / EDA Acaletics Representative	8/14/06	8/25/06	Continuous Improvement Model	\$0.00
Develop, and implement an Instructional Focus Calendar to support the instruction of the Sunshine State Standards, objectives, and	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

benchmarks, making necessary adjustments as needed.					
Initiate Before and After School Tutoring to address individual student needs related to Sunshine State Standards and evaluate the effectiveness of the program by analyzing the results of pre and post tests.	Administration/ Teachers	9/25/06	5/30/07	Continuous Improvement Model	\$0.00

## Research-Based Programs

Harcourt Mathematics Series, 2005 is currently being used

Riverdeep

FCAT Explorer

Learning Today

EDA Acaletics

## Professional Development

Riverdeep

FCAT Explorer

Strategies for Teaching the Sunshine State Standards

Number Sense

Measurement

Geometry and Spatial Sense

Algebraic Thinking

Data Analysis

## Evaluation

This objective will be evaluated by 46 (forty-six) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of FCAT-Mathematics.

In addition, students' progress toward mastery of the Sunshine State Standards will be measured by a process of collecting and analyzing data from classroom assessments and monthly assessments from EDA Acaletics. Assessment results will drive instructional decisions and determine which modifications to strategies and/or interventions are required.

In addition, this objective will be evaluated by 56 (fifty-six) percent of the Students With Disabilities (SWD) subgroup scoring at or above FCAT Achievement Level 3 or above on the 2007 administration in FCAT-Mathematics.

This objective will also be evaluated by 56 (fifty-six) percent of the Economically Disadvantaged students scoring at or above FCAT Achievement Level 3 on the 2007 administration of FCAT Mathematics.

### Summary of Assessments

#### Formative

#### Summative Assessments

- |   |                          |
|---|--------------------------|
| - Comprehensive Pre-Test                | -FCAT-SSS                |
| - Bi-weekly Benchmark Assessments       | -FCAT-NRT                |
| - District Interim Progress Assessments | -Comprehensive Post Test |
| - Classroom Assessments                 |                          |
| - EDA Assessments                       |                          |

Evaluation of Mathematics Tutorial Program:

Pre/Post Tests

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

All Carol City Elementary School fourth grade students will acquire sufficient writing skills and competencies needed to master state standards in the area of writing.

### **Needs Assessment**

The 2006 FCAT-Writing Plus results show that 78 (seventy-eight) percent of students tested in grade 4 (four) met or exceeded established high standards in writing.

### NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by 78 (seventy-eight) percent of students meeting or exceeding high standards on the 2007 administration of the FCAT-Writing Plus Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a school wide District pretest and analyze results in order to identify areas of strengths and weaknesses in writing.	Teachers, Reading Leader, reading Coach, Administrators	9/4/06	9/15/06	Continuous Improvement Model	\$0.00
Create a school- wide writing calendar indicating dates for the administration of school-wide writing prompts and/or thematic writing and indicating dates for submission for showcasing.	Teachers Reading Leader Reading Coach Administrators	9/18/06	9/29/06	Continuous Improvement Model	\$0.00
Continue school wide focus on writing by administering monthly prompts to students in grades K-6.	Teachers Reading Leader Reading Coach Administrators	10/06	5/30/07	Continuous Improvement Model	\$0.00
Develop a themed monthly writing showcase which will highlight one piece of writing from each class in grades K-6 for display and for inclusion in a permanent school writing portfolio.	Teachers Reading Leader Reading Coach Administrators	10/06	5/30/07	Continuous Improvement Model	\$0.00
Conduct school wide Read-Alouds to expose the children to the beauty of language and to familiarize them with literary devices.	Teachers Administrators Reading Leader Reading Coach	10/06	5/30/07	Continuous Improvement Model	\$0.00
Conduct a one week writing seminar for third grade students and teachers in order to reinforce the writing process.	Fourth Grade Language Arts Teachers Administrators	3/19/07	3/23/07	Continuous Improvement Model	\$0.00
Provide tutoring for fourth grade students with a focus on improving students' writing proficiency.	Administrators	3/19/07	3/23/07	Continuous Improvement Model	\$0.00
Administer a baseline writing test to fourth grade students and analyze results to identify areas of strengths and weaknesses in writing.	Teachers Reading Leader, Reading Coach	8/14/06	8/25/06	Continuous Improvement Model	\$0.00
Hold writing conferences with a focus on fourth grade writers in order to improve Student writing proficiency	Teachers Administrators	10/06	11/07	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

Comprehensive Research-based Reading Plan

## **Professional Development**

FCAT Writing Strategies

Strategies for Teaching Benchmarks

Houghton Mifflin Grade Level Instructional Strategies

Word Walls

## **Evaluation**

This objective will be met by 78 (seventy-eight) percent of students receiving a score of 4 or greater on the 2007 administration of FCAT-Writing Plus Assessment.

### **Summary of Assessments**

#### **Formative**

- Baseline Writing Assessment
- Monthly Writing Prompts
- Classroom Assessments

#### **Summative Assessments**

- FCAT Writing Plus Assessment
- Post Writing Assessment

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

The students at Carol City Elementary School will make learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State Standards in the area of science.

### ***Needs Assessment***

Results of the 2006 FCAT-Science scores show that 6 (six) percent of Carol City Elementary School's fifth grade students met high standards. Given that 94 (ninety-four) percent of grade five students scored below proficiency, presents a great need for improvement in the area of science. A continued and intense focus will be placed on the area of science instruction, strategies, and interventions, to increase the acquisition and proficiency of students' science skills.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 34 (thirty-four) percent of students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT-Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review FCAT data and specific student needs during the preliminary planning meeting for teachers in grades three through six.	Administration/ 3rd – 6th grade instructors	6/28/06	6/29/06	Continuous Improvement Model	\$0.00
Provide professional development opportunities for staff by administration, staff members, and region/district support personnel.	Administration/Region Support Staff	6/28/06	5/30/07	Continuous Improvement Model	\$0.00
Administer district and school-level assessments aligned to the Sunshine State Standards to identify students' strengths and areas for improvement, and to monitor and adjust curriculum as needed.	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Conduct monthly grade level administrative meetings to discuss, and if necessary, realign instructional calendar to support instruction of Sunshine State Standards.	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Employ a Science/Math Facilitator to provide support with instructional strategies and small group instruction.	Administration	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Disaggregate and configure flexible, instructional groupings based on results.	Administration / 3rd – 6th grade instructors	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Establish Intensive-Remedial classes for grades three, five and six to focus on individual needs of low-performing students	Administration	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Integrate science and mathematics curriculum to maximize instruction and planning.	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Present opportunities for students to work cooperatively using manipulatives and problem solving techniques, in order to develop higher order thinking skills.	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Create, distribute, and implement an Instructional Focus Calendar to support implementation of Sunshine State Standards	Administration/Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

objectives and benchmarks and monitor students' science skills acquisition.					
Implement the Continuous Improvement Model to improve student achievement.	Administration / Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Establish the "Discovery Lab" which will provide two-hour hands-on, minds-on lab experiences for students.	Administration / Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement "Power Writing" as a culminating activity for lab activities.	Administration/ Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Continue partnership with National Aeronautics and Space Administration (NASA) as an identified "NASA Explorer School," which will provide integration and intensive curriculum in alignment of Sunshine State Standards	Administration / Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer Science Pretests to establish baseline data for students science proficiency.	Administration/Teachers / EDA Acaletics Representative	8/16/06	8/17/06	Continuous Improvement Model	\$0.00
Implement "Pull-out" and "Push-in" Tutoring to provide additional assistance for individual student needs during the school day.	Retired MDCPS Teachers Administration	9/18/06	5/30/07	Continuous Improvement Model	\$0.00
Host NASA Educational Specialist to work directly with all fifth grade students targeting FCAT Sunshine Standards related to Earth and Space.	Administration/NASA Educational Specialist	9/18/06	2/28/07	Continuous Improvement Model	\$0.00
Provide instruction of Science-Engineering-Communications-Mathematics-Enhancement (SECME) for students to reinforce and enhance objectives which are aligned to the Sunshine State Standards	Administration/Science Facilitator/Teachers	9/19/06	5/30/07	Continuous Improvement Model	\$0.00
Travel to Kennedy Space Center Educator Resource Center for specialized training on FCAT Earth and Space Benchmarks	Administration / Select Teachers	10/20/06	10/21/06	Continuous Improvement Model	\$0.00
Administer on-going science assessments as a means of monitoring students' acquisition of the Sunshine State Standards.	Administration/Teachers	5/21/07	5/22/07	Continuous Improvement Model	\$0.00
Administer biweekly assessments to monitor proficiency of the Sunshine State Standards.	Administration/Teachers	9/18/06	5/30/07	Continuous Improvement Model	\$0.00
Implement Before and After School Tutoring to address individual student needs related to Sunshine State Standards and evaluate the effectiveness of the program by analyzing the results of pre and post tests.	Administration / Instructors	9/18/06	5/30/07	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

Harcourt Science Series 2000 Edition

Glencoe 2006 Edition

## **Professional Development**

Strategies for Teaching:

The Nature of Science

Energy

Force and Motion

Processes that Shape the earth

Earth and Space Science

Process of Life

How Living Things Interact with the Environment

## **Evaluation**

The 2007 FCAT Science school report will show that (12) twelve percent or more of fifth graders taking FCAT-Science will score at or above FCAT Achievement Level 3 (three).

### Summary of Assessments

#### Formative

#### Summative Assessments

- Comprehensive Pre-Test
- Bi-weekly Benchmark Assessments
- District Interim Progress Assessments
- Classroom Assessments
- FCAT-SSS
- Comprehensive Post Test

Evaluation of Science Tutorial Program

Pre/Post Test

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 5 STATEMENT:**

Carol City Elementary School will increase parental involvement in activities and programs related to student achievement.

***Needs Assessment***

Recent student achievement data show that Carol City Elementary School, although making progress, must increase the percentage of students scoring at or above the proficiency level on the Florida Comprehensive Assessment Test (FCAT) in all areas. While the school is committed to employing strategies and interventions to ensure that students reach and exceed the aforementioned goal, we also recognize the importance of solid, supportive parental involvement where all parties work toward the common goal of ensuring that all students score at or above proficiency levels, and acquire the knowledge and skills necessary for school success.

## Measurable Objective

Given emphasis on parental involvement, the percent of parent participation in school activities will increase by 6 (six) percentage points when compared to the data from the 2005 – 2006 school year, as evidenced by attendance logs kept by the school's Community Involvement Specialist (CIS).

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to invite parents to attend workshops in reading, math, and science with the incentive of equipping them with strategies to support the Sunshine State Standards to ensure their child(ren)'s success in school.	Administration and Selected Teachers	08-14-06	05-30-07	District Strategic Plan	\$0.00
Continue grade level "Parent Nights" to explain grade level expectations, Sunshine State Standards and allowing time for questions/answer periods.	Administration, Selected Grade Levels	08-14-06	05-30-07	District Strategic Plan	\$0.00
Continue "Open House."	Administration	08-14-06	05-30-07	District Strategic Plan	\$0.00
Post monthly school activities and conferences for parents within the school's message showcase and distribute upcoming school events and district newsletters.	Administration	08-14-06	05-30-07	District Strategic Plan	\$0.00
Utilize our "Community Involvement Specialist" to promote parent involvement.	Administration, Community Involvement Specialist	08-14-06	05-30-07	District Strategic Plan	\$0.00
Continue the implementation of SECME activities and events.	Administration, SECME Coordinator	08-14-06	05-30-07	District Strategic Plan	\$0.00
Passport to Success	Administration, Community Involvement Specialist	08-14-06	05-30-07	District Strategic Plan	\$0.00
Implement monthly "Chew and Chat" with the principal to address parental concerns and issues related to student achievement.	Administration	08-14-06	05-30-07	District Strategic Plan	\$0.00
"Connect Ed" Communication Messages.	Administration, Selected Teachers	08-14-06	05-30-07	District Strategic Plan	\$0.00
"Meet the Teacher Night."	Administration, Staff	08-14-06	05-30-07	District Strategic Plan	\$0.00
Post communications sent home to parents on the Carol City Elementary School website.	Administration, Micro-Systems Technician	08-14-06	05-30-07	District Strategic Plan	\$0.00



Publish Monthly Parent Newsletters to keep parents abreast of occurrences in the school and upcoming events.	Administration	08-14-06	05-30-07	District Strategic Plan	\$0.00
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## **Research-Based Programs**

Passport to Success

## **Professional Development**

The school will provide the following trainings to parents in the following areas:

- Mathematics and Science
- Reading and Language Arts
- Parenting

In addition, workshops will be offered to parents through The Parent Academy, an initiative of Miami-Dade County Public Schools.

## **Evaluation**

Attendance logs from the 2005 – 2006 school year will be compared to those from the previous school year.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

Carol City Elementary School will maintain a safe and orderly school environment to maximize student achievement.

### ***Needs Assessment***

The analysis from a teacher survey administered at the end of the 2005-2006 school year showed that ninety-five (95) percent of the teachers expressed a concern for an inadequate school-wide discipline plan. In order to ensure that each student excels academically in all areas, it is necessary to formulate and implement a school-wide discipline plan.

## Measurable Objective

Given a school-wide emphasis on ensuring a safe and orderly learning environment, Carol City Elementary School will provide an environment conducive to learning for all students, as evidenced by a 10 (ten) percentage point decrease in the number of faculty and staff expressing their concern for an inadequate school-wide discipline plan on an end-of-year staff survey.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Convene a task force to review current discipline issues and to formulate a school-wide discipline and cafeteria plan.	Administrators, Teachers	7/25/06	7/27/06	District Strategic Plan	\$2000.00
Presentation to faculty and staff of discipline and cafeteria plans	Administrators, Teachers	8/10/06	8/11/06	District Strategic Plan	\$0.00
Implement school-wide point system for Discipline and Cafeteria Plan	Administrators, Faculty and Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement incentive plan for cafeteria behavior.	Administrators, Faculty, and Staff	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor plan regularly and make adjustments as needed.	Administrators, Faculty, and Staff	8/14/06	5/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

The Canter Model

5000 Role Models Program

The Fred Jones Model

The West Tampa Elementary School-Wide Behavior Plan

## **Professional Development**

Workshops will be offered to staff on:

- \* Carol City Elementary School Wide Behavior Plan
- \* The Dade County Code of Student Conduct
- \* Assertive Discipline in the classroom
- \* Effective parent communication
- \* Critical Incident Response Plan
- \* Lockdown Procedures
- \* Incidents involving bomb threats,severe weather, shooting/stabbing,medical emergency, etc.

### **Evaluation**

This objective will be evaluated by a ten (10) percentage point decrease in the number of faculty and staff expressing a concern for an inadequate school-wide discipline plan when comparing the 2005-2006 survey results to the survey results for 2006-2007.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 7 STATEMENT:**

Staff will use the appropriate technologies to enhance student achievement and support a standards-based curriculum while providing high-quality professional development for faculty and staff that meets the individual and diverse needs of students.

**Needs Assessment**

After analyzing the faculty Needs Assessment Survey, the data showed that fifty 50 (fifty) percent of the faculty was in need of professional development in order to effectively retrieve student data. Additional professional development is also necessary to ensure effective use of all technological equipment and programs.

## Measurable Objective

Given an emphasis on the use of technology to improve student achievement and to facilitate teaching, the percent of staff participating in technology to effectively retrieve student data will increase by 50 (fifty) percent, as evidenced by a comparison of results from a beginning to year-end Needs Assessment Survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Space Explorers to gain greater knowledge of district, state, and national science standards.	Administrators Science Facilitator Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Utilize Accelerated Reader to continually monitor comprehension of books read at independent level.	Administrators Media Specialist Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Improve student achievement and engage faculty through the implementation of mobile technology in the classroom.	Administrators Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide faculty, staff and students training in Riverdeep and FCAT Explorer.	Administrators Media Specialist Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide a Needs Assessment to determine in which technological areas teachers need training.	Administrators	8/25/06	5/30/07	Continuous Improvement Model	\$0.00

### Research-Based Programs

A variety of research-based programs are currently being utilized to enhance the use of technology throughout the school:

Space Explorers  
Riverdeep  
FCAT Explorer  
Voyager Passport  
Accelerated Reader  
STAR

## **Professional Development**

PMRN

Edusoft

Riverdeep

FCAT Explorer

Accelerated Reader

STAR

## **Evaluation**

After analyzing the end of the year faculty Needs Assessment Survey, technological awareness will have increased by five (5%) for the 2006-2007 school year and a determination can be made of the additional strategies that may be implemented to facilitate the faculty's technological knowledge.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

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

**GOAL 8 STATEMENT:**

Carol City Elementary School will develop health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

**Needs Assessment**

National statistics show that students are vastly overweight, there is an increase in heart-related diseases along with diabetes, and there is a need for increased cardiovascular fitness.



## Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students who achieve "Gold" status on the Fitness Gram will increase by 3 (three) percentage points when compared to results of the previous school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Dedicate an appropriate amount of instructional time to fitness related activities.	Physical Education Instructors	08/14/06	05/29/07	District Strategic Plan	\$0.00
Increase cardiovascular awareness through various physical fitness activities.	Physical Education Instructors	08/14/06	05/29/07	District Strategic Plan	\$0.00
Administer a physical fitness pre/post-test.	Physical Education Instructors	08/14/06	05/29/07	District Strategic Plan	\$0.00
Develop an action plan to meet the goals and objectives as stated.	Physical Education Instructors	08/14/06	05/29/07	District Strategic Plan	\$0.00

## Research-Based Programs

Fitness Gram

## Professional Development

Professional development will be provided by the district as needed.

## Evaluation

The results of the administration of the 2006-2007 Fitness Gram Program will be analyzed and evaluated in order to determine future needs in the area of physical education.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Carol City Elementary School's special area teachers will support students' vital skills of reading, writing, and/or mathematics while keeping fidelity to the implementation of the Music, Art, Physical Education, and Spanish programs.

**Needs Assessment**

An analysis of data indicates that there are a low number of students participating in special area programs and projects due to the increase in emphasis on reading, mathematics, writing and science.

## Measurable Objective

Given an increased emphasis on student achievement, special area teachers will incorporate reading, writing, and mathematical skills in their daily lessons as evidenced by lesson plans reflecting the integration of strategies to improve students' reading, writing, and/or mathematical skills acquisition.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement cooperative learning activities through the ESOL and Spanish program to develop communication and comprehension skills.	ESOL Instructor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Extend the art after school program, in which students will participate in art related activities and projects within the school and community to increase student achievement related to the Sunshine State Standards.	Art Instructor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the Extended Foreign Language Program at the first grade level.	Administration, Grade 1 Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Involve students, through the music program, in a chorus in which songs will be taught to support the understanding of benchmarks in reading, writing, math and science.	Music Instructor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor implementation and make adjustments as needed.	Special Area Instructors, Administration	8/14/2006	5/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

## Professional Development

Special area teachers will participate in workshops for incorporating reading, writing, mathematics, and science in their lesson plans.

## **Evaluation**

This objective will be measured by teachers' plans lesson reflecting the integration of strategies for reading, writing, mathematics, and/or science on a daily basis.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Carol City Elementary School will rank at or above the 22nd percentile on next publication of the State's Return on Investment (ROI) report.

### ***Needs Assessment***

The most recent data provided by the FL-DOE indicate that in 2004, Carol City Elementary School ranked in the 21st percentile on the State of Florida ROI index.

## Measurable Objective

Carol City Elementary School will improve its ranking on Florida's Return on Investment (ROI) index publication from the 21st percentile in 2004 to the 22nd percentile in the next publication.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
2. Broaden the scope of assistance by instructional staff to include more targeted students in need of additional interventions.	Administration/Teachers	08/08/05	05/24/06	District Strategic Plan	\$0.00
3. Collaborate with Regional Center/District personnel on resource allocation.	Administration	08/08/05	05/24/06	District Strategic Plan	\$0.00
4. Implement new research-based programs to improve student learning gains.	Administration/EESAC Committee	08/08/05	05/24/06	District Strategic Plan	\$0.00
1. Inform staff of the correlation between monies spent per student (FTE) and learning gains.	Administration	08/08/05	05/24/06	District Strategic Plan	\$0.00

### Research-Based Programs

Houghton Mifflin Core Reading Program  
 FCAT Explorer  
 Riverdeep  
 STAR  
 Reading Plus  
 Voyager Passport  
 Learning Today  
 Accelerated Reader  
 EDA/ Acaletics

### Professional Development

District Money Matters Courses  
 Budget Conferences

### Evaluation

Carol City Elementary School will be ranked at or above the 22nd percentile on the next ROI publication.

## *EESAC Compliance*

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

### ***Budget:***

In an effort to enhance the teaching and learning of district, state, and national standards in reading through the content areas, EESAC has purchased the following materials:

Science Studies Weekly (3rd grade)

Science Studies Weekly and Florida Studies Weekly (4th grade)

USA Studies Weekly and Science Studies Weekly (5th grade)

World Geography and Science Studies Weekly (6th grade)

The integration of teaching reading through content areas will promote high order thinking skills while creating reading excellence using on grade level materials in the area of non-fiction genres.

Funds will be allocated for the Media Program to promote increased student achievement.

### ***Training:***

The E.E.S.A.C. recommends increasing the amount of professional development training through workshops and inservices.

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

The E.E.S.A.C. recommends the continued purchase of researched-based materials to promote the integration of reading through content area instruction.

### ***Technology:***

The E.E.S.A.C. supports strategies that will enhance student and staff technological skills to increase student achievement.

### ***Staffing:***

The E.E.S.A.C. recommends maintaining a low instructor-student ratio to enhance student achievement.

***Student Support Services:***

The E.E.S.A.C. recommends continued efforts to improve attendance, tardiness, conflict-resolution, and character education through Student Support Services.

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

The E.E.S.A.C. recommends continued pursuit of grants to enhance the teaching and learning of the Sunshine State Standards.

***Benchmarking:***

The E.E.S.A.C. recommends the continued training of teachers in developing strategies that address the district benchmarks and Sunshine State Standards that will supplement the reading, mathematics, and science programs.

***School Safety & Discipline:***

The E.E.S.A.C has recommended that we implement programs to ensure the safety of Carol City Elementary School students both on and off campus.



## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$46,700.00
Goal 2: Mathematics	\$102,500.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$2,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$151,200.00</b>

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*