

---

# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

---



*School Name:* 7231 - Miami Carol City Senior High School

*FeederPattern:* Miami Carol City Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Kim Cox

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Miami Carol City Senior High School*

---

Miami Carol City Senior High School is "Connecting to Excellence " and intends to become the beacon of our community where our stakeholders can strongly agree that "Excellence is an Expectation, Not an Option". An exceptional team effort of faculty, staff and administrators has culminated in the implementation and monitoring of the Continuous Improvement Model to improve students' academic achievement. These concerted efforts have culminated in the reconstitution of our delivery of instruction through the development of a school-wide instructional focus calendar based in increasing the literacy skills of all of our students. A separate homeroom period has been added to facilitate our strong focus on literacy and mentoring. Bi-weekly and quarterly benchmark assessments will be analyzed and utilized to target instruction as needed. Our school will work diligently to meet the following goals:

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, African American students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantage students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades 11 and 12 who are retaking the FCAT Reading Assessment will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on all retake administrations of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, 56 percent of all 11 and 12 grade students who retake the 2007 Grade 10 FCAT Mathematics Assessment will score at or above Achievement Level 3.

Given instruction based on the Sunshine State Standards, African American students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in Grade 10 will improve their Writing scores as evidenced by 91 percent of students scoring 3.5 or above on the 2007 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students will improve their Science skills by 31 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Science Assessment.

Given the school-wide focus on parental involvement, parent attendance at school academic related activities will increase by 10 percent when 2006-2007 results are compared with the 2005-2006 results as evidenced by attendance records.

Given the Code of Student Conduct and school-wide emphasis on providing a safe and secure learning environment, the number of Miami Carol City Senior High School students who serve outdoor suspensions will decrease by five percent for the 2006-2007 school year.

Given attention to the use of technology, Miami Carol City Senior High School instructional staff will implement the use of technology to analyze student data.

Given emphasis on health education and physical fitness, Miami Carol City Senior High School will increase our percentage of silver and gold award recipients as measured on the FITNESSGRAM by one percent for the 2006-2007 school year.

Given the implementation of Small Learning Communities and the mandatory Foundation Course elective with the "Tools for Success" curriculum for all ninth graders, a decrease in the number of level III referrals will be realized for this grade level as compared to the previous year.

Given the effort to provide effective programs, Miami Carol City Senior High School will improve its ranking on the State of Florida ROI Index publication from the 25th percentile in 2004-05 to the 26th percentile in the next publication of the Index.

Given a school-wide emphasis on achievement, Miami Carol City Senior High School will increase the graduation rate by two percent from 58 percent in 2005-2006 to 60 percent in 2006-2007.

Meeting our goals and implementing operational changes this year will facilitate our quest to assist all of our students to achieve at or above grade level as we continue to involve our stakeholders in the process. Toward this goal, our Leadership Team comprised of representatives from all departments including subject areas, administration, athletics, activities, custodial, clerical, student body, parents, cafeteria and security reviewed the results of our Staff Survey. While the survey highlighted the many positive aspects of our school, it also indicated that our school needs to make every effort to ask our stakeholders what they think about the issues and concerns impacting our school (#1g) and we need to be certain to solicit input and ideas from all members of our school organization (#2a). Finally, to make certain our teachers and staff have the tools to implement designated classroom activities and teaching strategies, professional development will be facilitated, supported and monitored by the administrative team of Miami Carol City Senior High School.

# 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.

## **Miami Carol City Senior High School**

### VISION

The vision of the administration, faculty, staff and students at Miami Carol City Senior High School is to achieve excellence in all facets of education.

### MISSION

The mission of Miami Carol City Senior High School is to prepare our learners by providing them with a sound academic and technologically challenging environment. With the active involvement of our parents, students, and community as stakeholders in the educational process, we will assist our students in developing the skills necessary for success in an ever-changing diverse world. It is our profound desire to enable all learners to become confident critical thinkers who are productive and socially conscious members of society, as well as globally aware independent citizens.

## CORE VALUES

### Honesty, Integrity, and Respect

We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

### Fairness and Kindness

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

### Citizenship, Cooperation, and Responsibility

We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

### Excellence

We pursue the highest standards in all we do.

## *School Demographics*

---

Miami Carol City Senior High School was established in 1963 and is located on 29.14 acres in the Miami Gardens community at 3422 N. W. 187 Street. The population at the school is culturally diverse, consisting primarily of African-American (approximately 85%) and Hispanic (approximately 13%) students. Other ethnicities represent approximately 2% of the student population. A large majority of Miami Carol City's students reside in the cities of Opa Locka and Miami Gardens; however, the school's prestigious Center for Legal and Public Affairs and its Criminal Justice Assistance Program also attract students from areas across Miami-Dade County. Currently, the total enrollment is 2,585, with the majority of students receiving standard instructional services. Additionally, Limited English Proficiency services (approximately 2.2%), and Exceptional Student Education services (approximately 13%) are provided. Forty-seven percent of our students are on free or reduced meal status.

The faculty and staff of Miami Carol City Senior High School include 184 full-time positions and 38 part-time positions. Fifty (27%) of the full-time staff are White, Non-Hispanic, ninety - nine (54%) are Black, Non-Hispanic, thirty (16%) are Hispanic and five (3%) are Asian or American Indian. Thirty-two (84%) of the part-time staff are Black, Non-Hispanic and six (16%) are Hispanic. Fifty-seven (43%) of our instructional staff have earned advanced degrees and our teaching staff has an average of 12 years teaching in Florida.

Miami Carol City Senior High School offers a structured academic program that seeks to increase the skills of low performing students by offering Intensive Reading and Mathematics classes. Advanced Placement and SAT/ACT preparation courses are offered to students who exemplify college readiness.

# *School Foundation*

---

## ***Leadership:***

The administration at Miami Carol City Senior High School has initiated an open-door policy with faculty, staff, parents and students in an effort to ensure that these groups have maximum input in relative policies and processes, decision-making, and problem resolution issues at the school. A clear vision and mission have been established with emphasis on student achievement, and all opportunities to publicize and reinforce these ideals are seized upon on a regular basis (i.e., faculty meetings, professional development workshops, parental involvement activities, etc.). Additionally, the administrative team provides instructional and operational direction on a daily basis through personal interaction and the use of technology at the school.

Another priority established by administration at Miami Carol City Sr. High School in this regard is the implementation of a Leadership Team comprised of representatives from all key aspects of the school. Included in this group are instructional leaders, athletic and activities personnel, students, parents, and members all of the educational support units. The team meets on a monthly basis to foster a positive work environment, discuss issues of critical importance to staff and students, and provide feedback regarding policies established by administration. Through this process, leaders have direct interaction and immediate response from all sub-groups at the school.

Moreover, the Organizational Performance Improvement Snapshot(OPIS) administrated indicated the average score for Measurement, Analysis, and Knowledge Management is 4.3 and to address this issue, a number of professional development workshops are planned. Human Resource Focus' average score is 4.1, a reorganization of the Main Office and Student Services, along with, the implementation of key strategies, will eliminate this concerns. Additionally, Strategic Planning average score, 3.7. To assist in correcting this performance, a web-based calendar was created for all stakeholders to keep abreast of the schools' activities, instructional objectives, District's mandates as well as other communication.

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

Miami Carol City Senior High School has set goals and objectives for school improvement and student achievement in compliance with the guidelines established by the district and the federal mandate, "No Child Left Behind." Accordingly, the following primary objectives have been established:

1. Increase student achievement in all content areas by 10% as evidenced by increased scores on the Florida Comprehensive Assessment Test.
2. Improve the overall performance of students on the Florida Comprehensive Assessment Test by increasing the school grade at least one (1) letter.
3. Improve the overall attendance of students by 2% through the implementation of innovative programs that encourage student participation and the establishment of meaningful and rewarding incentives.
4. Increase parental awareness and involvement in school activities and instructional support activities.
5. Provide extensive professional development activities for teachers to assist in the effective delivery of instruction;

especially those who deal primarily with struggling learners.

6. Provide professional development for faculty and staff in the effective and innovative use of technology for instruction.
7. Provide training for teachers and instructional leaders in the interpretation of data, and the benefits of utilizing data to drive instruction.

### ***Stakeholder Engagement:***

Miami Carol City Senior High School has established several initiatives to engage key stakeholders in school activities and encourage their input and participation. Specifically, the school is partnering with faith-based organizations, alumni groups and community organizations to encourage support, provide financial resources, and serve as positive ambassadors to improve the school's image and relationship in the community at large.

Through the shared involvement and participation of these groups, it is evident that the school has a strong support system and that the satisfaction level of its constituents are adequate.

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

Miami Carol City Senior High School has established a School Leadership Team comprised of representatives from all key aspects of the school. Included in this group are instructional leaders, athletic and activities personnel, and members all of the educational support units. The team meets on a monthly basis to foster a positive work environment, discuss issues of critical importance to staff and students, and provide feedback regarding policies established by administration. Through this process, leaders have direct interaction and immediate response from all sub-groups at the school.

Teacher-mentoring at Miami Carol City Sr. High School is approached through a multi-faceted process. New teachers attend district and school orientations identified at the beginning of the school year to facilitate their assimilation into the classroom setting. Policies and procedures as delineated in PACES provide beginning teachers with a Professional Growth Team for collegial support. The beginning teachers meet monthly to discuss concerns and share best practices. Additionally, new teachers are a part of the Mentor Novice Program supported by the University of Florida Alliance Grant.

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

Maximum effort is applied to ensure that all faculty and staff are apprised of critical issues affecting the overall school, and specific areas of concern. In terms of student achievement, content area teachers utilize the district's Edusoft Assessment Program which provides detailed data regarding students' performance on specific benchmarks included in the Florida Sunshine State Standards. This data is reviewed and shared with all teachers to better identify students' skill deficiencies and assist in the provision of follow-up, remediation and support in those areas. Additionally, teachers have been exposed to the School Performance Indicators (SPI) screen and Snapshot where they are encouraged to review the specific FCAT scores of students and plan instruction according to the indicated weaknesses. All of these processes (Edusoft, SPI, Snapshot) are closely monitored by administration to determine if and how teachers are accessing and/or utilizing these valuable resources.

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

The research-based school improvement model utilized at Miami Carol City Senior High School is the Continuous Improvement Model(CIM). This data-driven, results-oriented improvement model has also been integrated with the philosophies of the Total Quality Management (TQM), Effective Schools Research, and the Florida Department of Education's "FOCUS" models, and immersed into the curriculum and instructional support activities at the school. Instructional leaders and teachers are provided ongoing information, training and support to utilize these strategies. Additionally, staff is engaged in discussion and feedback regarding these processes through regularly scheduled department meetings, leadership team meetings and professional development activities.

The cornerstone of the School Improvement Plan is the Curriculum Enhancement Program which includes the Instructional Focus Calendars, FCAT Plan of Action, Bi-weekly Assessment in the content areas, Quarterly Assessments of student progress and the Chief Academy Tutoring Program. The Leadership Team, which includes representatives from each subject area, meets weekly to interpret data, provide input from faculty members and revises the Instructional Focus calendars as needed. This leadership team governs the instructional decisions and determines the plan for targeting instruction for students. This plan has resulted in our goals to increase the percentage of students meeting high standards in Reading by 31 percent, the percentage of students meeting high standards in Mathematics to increase by 17 percent, and the percentage of students meeting high standards in Writing to increase by 1 percent.

Special consideration is given to ensure that eligible students are afforded opportunities for placement in advanced level courses in the core subject areas. Additionally, the Leadership Team is involved in recruiting, interviewing, and assisting in the retention of diverse, well-qualified and professional staff.

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

The administration at Miami Carol City Senior High School anticipate that the components outlined in the school's foundation plan will have a positive outcome on numerous facets of school operations. Specifically, student achievement will increase as evidenced by improved FCAT scores and higher grade point averages. Student attendance will improve as a result of higher student interest and participation in instructional and other school activities; thereby reducing the overall dropout rate. A higher level of parental involvement will be realized through the efforts and special programs designed to address this group. Teachers will respond favorably to the professional development and additional resources provided which will improve the delivery of instruction. The collective implementation of these processes will improve the school in all areas.

## 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 checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Students at Miami Carol City Senior High School will increase their reading skills so that they are prepared for graduation, employment, post-secondary education, and to become life-long learners.

### ***Needs Assessment***

Scores on the 2006 FCAT Reading Test administered on March 13-16, 2006, indicate our 798 ninth graders scored 1720 for our Mean Scale Score. There was a 32 point increase in our Mean Developmental Scale Score for matched students from 2006. Our 588 tenth graders scored 1728 for our Mean Developmental Scale Score and 263 for our Mean Scale Score. There was an increase of 4 points in our Mean Developmental Scale Score for matched students from 2006.

The review of our 9th grade scores and percentage correct by strand indicates the need to increase our instructional focus in the Main Idea, Comparison and Contrast, and Reference and Research strands.

Our tenth grade scores increased this year. However, there is a need to increase our instructional focus in implementing the Main Idea and Reference and Research strands.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, African American students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantage students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades 11 and 12 who are retaking the FCAT Reading Assessment will improve their reading skills as evidenced by 51 percent of the students scoring at or above Achievement Level 3 on all retake administrations of the FCAT Reading Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct Intensive Reading Classes and Intensive Reading Plus Classes for all FCAT Level 1 and 2 students in Grades 9 and 10 and all FCAT Reading Retakers in Grades 11 and 12 as well as ESE Inclusion students.	Assistant Principal for Curriculum Reading Coach Language Arts and Reading Teachers	8/21/2006	5/30/2007	Inclusion	\$0.00
Implement the Continuous Improvement Model (CIM).	Principal	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Establish and implement Chief Pride W.R.A.P. (Writing/Reading/Arithmetic Program) for our daily thirty minute literacy period.	Reading Coach Test Chairperson Media Specialist Department Chairperson Language Arts and Reading	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00

	teachers				
Provide enrichment opportunities such as powerpoint presentations, web-based activities for students enrolled in honors and advanced placement classes.	Assistant Principal for Curriculum Counselors Department Chairperson Language Arts and Reading teachers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop and align an Instructional Focus Calendar to the District Pacing Guide and the Comprehensive Research Reading Plan for Language Arts and Reading to target instruction in reading benchmarks.	Assistant Principal for Curriculum Department Chairpersons Reading Coach Test Chairperson Language Arts and Reading teachers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide differentiated instruction to meet the needs of all students including NCLB subgroups.	Assistant Principal for Curriculum Reading Coach Department Chairperson Language Arts and Reading teachers	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct Early Bird tutoring Monday - Thursday, after school tutoring through Adult Education, Monday - Thursday and Chief Academy on Saturdays for FCAT Levels 1 & 2, LEP, 11th & 12th graders retakers as documented by sign- in sheets and student/teacher surveys and Pre and Post Assessments.	Assistant Principal for Curriculum Language Arts and Reading teachers	8/21/2006	5/30/2007	District-wide literacy plan	\$20000.00
Establish a rapport with parents to inform them of Reading tutorial programs and FCAT updates.	Administration Reading teachers Language Arts teachers Test Chair Reading Coach	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Reading Computer Lab, READ 180 Lab and Mobile Computer Labs to provide computer-assisted instruction to all students including students with disabilities and limited English proficient students.	Assistant Principal for Curriculum Reading Coach Language Arts and Reading teachers	8/21/2006	5/30/2007	District-wide literacy plan	\$15000.00

## **Research-Based Programs**

Great Source Text  
Prentice Hall Literature Text  
MAZE Comprehension and Fluency Probe  
Diagnostic Assessment of Reading  
Read 180  
Readers' Advantage  
Language Curriculum  
Comprehensive Research Reading Plan

## **Professional Development**

Chief Pride W.R.A.P.  
Student Performance Indicators (SPI)  
Electronic Gradebook  
CRISS  
Instructional Software  
Curriculum Mapping  
Item Specifications in Reading  
Best Practices in Reading  
Inclusion  
META  
Reading and Writing Across the Curriculum  
Classroom Management  
Digging into Data  
FLARE  
Differentiated Instruction  
Technology

## Evaluation

### Summative

\*2007 FCAT Reading Assessment

### Formative

\*Bi-Weekly Assessments

\*Edusoft Reports

\*FCAT Explorer and Simulation Reports

\*Read 180 Reports

\*Nine-Week Assessments

\*District Interim Assessments

## 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:**

Students at Miami Carol City Senior High School will improve their mathematics skills as measured by the 2007 administration of the FCAT Mathematics Assessment.

### **Needs Assessment**

An analysis of our 2006 FCAT Mathematics Test results reveals that 36 percent of our students met high standards in math and 64 percent made learning gains. The content cluster data reveals that the average ninth grader answered 37.5 percent of the Number Sense questions correctly, 28.6 percent of the Measurement questions correctly, 27.3 percent of the Geometry questions correctly, 40 percent of the Algebraic Thinking questions correctly and 37.5 percent of the Data Analysis questions correctly. The content cluster data reveals that the average tenth grader answered 45.5 percent of the Number Sense questions correctly, 20 percent of the Measurement questions correctly, 21.4 percent of the Geometry questions correctly, 28.6 percent of the Algebraic Thinking questions correctly and 27.3 percent of the Data Analysis questions correctly. In addition, an analysis of our 2006 Retake FCAT Mathematics Test results reveals that out of 261 eleventh grade students tested, 44 (17 percent) scored at or above the passing Development Scale Score of 1889 (Scale Score of 300). Out of 147 twelfth grade students tested, 21 (14 percent) scored at or above the passing Development Scale Score of 1889 (Scale Score of 300). According to the NCLB, our Students with Disabilities, Black, Hispanic, Free or Reduced Lunch and Limited English Proficient sub-groups need improvement in Math. There is also a need to train teachers in the Continuous Improvement Model (CIM), implement and monitor the school wide instructional focus calendar to assist teachers in targeting benchmarks for instruction more efficiently and incorporating our curriculum initiatives.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, 56 percent of all 11 and 12 grade students who retake the 2007 Grade 10 FCAT Mathematics Assessment will score at or above Achievement Level 3.

Given instruction based on the Sunshine State Standards, African American students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by a minimum of 56 percent scoring at or above 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		
Implement and monitor Continuous Improvement Model (CIM).	Principal	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Enroll all FCAT Level 1 and Level 2 students in Grades 9 and 10 as well as FCAT Mathematics Retakers in Intensive Mathematics classes.	Assistant Principal for Curriculum Department Chairperson Test Chairperson	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide enrichment opportunities for students enrolled in honors and advanced placement classes.	Assistant Principal for Curriculum Counselors Department Chairperson	8/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize District and Region curriculum specialists to model effective teaching strategies in Intensive Mathematics classes.	Administrators Curriculum Specialists	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00

Schedule Students with Disabilities for additional remedial services through pull-out instruction.	Administrators ESE Inclusion Facilitator	8/21/2006	5/30/2007	Inclusion	\$0.00
Develop and align Instructional Focus Calendar to the District Mathematics Pacing Guide to target instruction in Mathematics benchmarks.	Assistant Principal for Curriculum Mathematics Coach Department Chairperson	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct Early Bird Tutoring, Monday - Thursday, after school tutoring through Adult Education, Monday - Thursday and Chief Academy on Saturdays for Levels 1&2, LEP and 11th & 12th grade retakers as documented via sign-in sheets and Pre and Post Assessments.	Assistant Principal for Curriculum Mathematics Teachers/Tutors	9/5/2006	5/30/2007	District Strategic Plan	\$20000.00
Establish a rapport with parents to inform them of Mathematics tutoring programs and FCAT updates.	Administration Math teachers Testing Chair Math Coach	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Chief Pride W.R.A.P. (Writing/Reading/Arithmetic Program) for our daily thirty minute literacy period.	Assistant Principal of Curriculum Mathematics Coach Mathematics Teachers	8/21/2006	5/30/2007	District-wide literacy plan	\$17000.00

## Research-Based Programs

Glencoe Math Texts  
 PreAlgebra, Algebra I and Geometry  
 FCAT Explorer  
 FCAT Simulation  
 L & M Program  
 Kaplan Math Advantage

## Professional Development

Technology Training (EduSoft; Gradebook)  
 Training in Chief Pride W.R.A.P.  
 Continuous Improvement Model (CIM)  
 Effective Planning for Block Scheduling (Differentiated Instruction)  
 Student Performance Indicators (SPI)  
 Data Analysis (Snapshot)  
 FCAT Strategies in Math

## Evaluation

### Summative

\*2007 FCAT Mathematics Assessment

### Formative

\*Bi-Weekly Benchmark Assessments

\*District Interim Assessments

\*FCAT Explorer Reports

\*L & M Reports

## 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 checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Students at Miami Carol City Senior High School will improve their writing skills as measured on the FCAT Writing and FCAT Writing+ Assessment.

### **Needs Assessment**

The results of the 2006 FCAT Reading Test indicate that of the 589 tenth grade students tested, 75 percent achieved 3.5 or above on the Expository Writing Essay, 68 percent achieved 3.5 or above on the Persuasive Writing Essay Test, for a combined score of 72 percent of our students scoring 3.5 or above.

The 2006 Adequate Yearly Progress (AYP) Report indicates that the black, economically disadvantaged, and Students with Disabilities subgroups decreased in performance in writing by 1 percent or more, while the Hispanic subgroup increased in writing by 1 percent or more. Compared to the 4 percent decrease made by our total students tested, our Black students made a 5 percent decrease, our Hispanic students made a 5 percent increase, our students receiving Free or Reduced Lunch made a 5 percent decrease and our Students with Disabilities made a 7 percent decrease. Because the subgroup was less than 30 students, the data for the Limited English Proficient students is not included.

An analysis of the Spring 2006 FCAT Writing Results indicates a 1 percent increase in the Expository Essay, a 3 percent decrease in the Persuasive Essay and the combined score remained the same. Our decrease in student performance indicates the need to strengthen our instructional focus on student writing skills on a daily basis.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in Grade 10 will improve their Writing scores as evidenced by 91 percent of students scoring 3.5 or above on the 2007 FCAT Writing+ Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the continuous improvement model (CIM).	Administration and Department Heads	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop and implement Instructional Focus Calendars to target writing benchmarks.	Administration and Classroom Teachers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Establish and Implement Chief Pride W.R.A.P. (Writing/Reading/Arithmetic Program) for our daily thirty minute literacy period.	Administration and Classroom Teachers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement differentiated instruction techniques to meet the needs of all students.	Administrators Reading Coach	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement intensive focus on writing across the curriculum.	Administration Designated teachers	1/8/2007	3/2/2007	Continuous Improvement Model	\$0.00
Utilize District and regional staff to model strategies.	Administration Curriculum Teachers	8/8/2005	5/30/2007	Continuous Improvement Model	\$0.00
Train selected Language Arts teachers and implement the Criterion online writing evaluation service.	Administration, Writing Coach, Language Arts Teachers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Pullout tutoring, Pre and Post Assessments for students scoring below 3.5.	Administration Writing Coach Language Arts Teachers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Learning Express Writing Program	Administration Writing Coach Language Arts Teachers	8/21/2006	05/30/2007	District Strategic Plan	\$12000.00

### Research-Based Programs

Language Arts Textbooks - Holt and Glencoe

## **Professional Development**

Chief Pride W.R.A.P.

CRISS

Differentiated Instruction

Learning Express

Writing Across the Curriculum

## **Evaluation**

Summative

\*2007 FCAT Writing and Writing+ Assessment

Formative

\*Bi-Weekly assessments

\*District Quarterly Assessments

## 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 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 4 STATEMENT:**

Students at Miami Carol City Senior High School will improve their science skills as measured on the 2007 FCAT Science Assessment.

### **Needs Assessment**

An analysis of our 2006 FCAT Science Test results reveals that out of 537 eleventh grade students tested 32 (6 percent) met high standards in Science. The school's mean score was 249 increasing 5 points from the 2005 administration of the FCAT Science Test. The analysis of each Science strand indicates that our students scored an average of 31 percent correct in the Physical and Chemical Strand, an average of 36 percent correct in the Earth and Space Strand, an average of 33 percent correct in the Life and Environment Strand and an average of 42 percent correct in the Scientific Strand. These results indicate the need to implement more lab-based instruction and place additional emphasis on the Physical and Chemical Strand and the Life and Environmental Strand when targeting Science instruction.

## Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their Science skills by 31 percent of the students scoring at or above 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		
Provide enrichment opportunities for students enrolled in honors and advanced placement classes.	Assistant Principal for Curriculum Counselors Department Chairperson	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Continuous Improvement Model (CIM).	Administration All Science Teachers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Establish and implement Instructional Focus Calendar for Science courses.	Administration Science Department Chairperson	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize District and Region Staff to model effective teaching strategies.	Administration Curriculum Specialists	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Align instruction with District Scope and Sequence for Science courses.	Administration Science Department Chairperson	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote participation in university - based programs (GATORTRAX, SECME and JETS).	Administration Science Club Sponsors	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct Science pullout tutoring for students 10th and 11th grade students score below Achievement Level 3.	Administration Science Department Head	11/1/2006	5/30/2007	District Strategic Plan	\$0.00
Promote participation in school-wide Science Fair.	Administration Science Teachers	8/21/2006	12/20/2006	District Strategic Plan	\$5000.00
Implement intensive focus on Science benchmarks with reinforcement of Gizmore.	Administration Science Teachers	10/23/2006	2/23/2007	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

Prentice Hall (Earth Space Science)  
Scott Foresman and Prentice Hall (Biology)  
Glencoe and Prentice Hall (Chemistry and Physical Science)  
Prentice Hall (Physics)  
Holt,Rinehart and Winston (Physics)  
Riverdeep  
Gizmo

## **Professional Development**

Data Analysis of Student Performance Indicators (SPI)  
CRISS strategies  
Effective Utilization of Assess2Learn and Riverdeep in the Classroom  
How to Incorporate Technology in Science Instruction  
Calculator-based labs  
ESOL Strategies  
Best Practices for Implementing Science Benchmark  
Inquiry  
Align Benchmarks and Pacing Guide  
Power Writing

## **Evaluation**

Summative  
\*2007 FCAT Science Assessment  
  
Formative  
\*District Quarterly Assessment  
\*Monthly Benchmark Assessments

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

### ***GOAL 5 STATEMENT:***

Parental involvement plays a significant role in establishing the climate for the school. How parents perceive and interpret the actions of the school community leads to the construction of the school's culture. Miami Carol City High School will provide opportunities for more collaboration between school and families in order to respond to a diverse community's interests and needs.

### ***Needs Assessment***

Analyzing school data has identified strengths and opportunities for improvement. Reviewed data has also revealed the need for student/parent interaction at home as well as at school. Parents can profit from additional resources provided to them through the Parent Resource Center that will assist them in improving the success of the students. Additionally, our statistics indicate a need to formulate more programs that can guide parents in a direction that will enhance their understanding of the importance of promoting the success of all students.

## Measurable Objective

Given the school-wide focus on parental involvement, parent attendance at school academic related activities will increase by 10 percent when 2006-2007 results are compared with the 2005-2006 results as evidenced by attendance records.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Restructure PTSA	Administrator PTSA President Parent Resource Specialist Parents Teachers	08/14/2006	5/31/2007	District Strategic Plan	\$0.00
Encourage parents to utilize the school-site Parent Resource Center and Parent Academy offering parents a variety of courses in literacy, household organization, family finances and time management skills.	Parent Resource Specialist Administrator	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Visit the homes of families through an organized community walk to establish and reinforce communication between the school and parents.	Parent Resource Specialist Administrator	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Promote academic-related activities on our marquee, local radio stations and in the community newspapers.	Parent Resource Specialist Director of Activities Administrator	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Promote academic related activities through parent recognition during luncheons, award banquets, student of the month as well as parent of the month.	Director of Activities PTSA President Parent Resource Specialist Administrator	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Build parent participation in our PTSA and EESAC by providing a Parent Resource Center and alumni activities (budget).	Administrator PTSA President Director of Activities	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Increase parental involvement by securing their support and participation by their attendance to quarterly grade level orientation scheduled in the early evenings.	Director Of Activities Administrator Parent Resource Specialist PTSA President	8/9/2006	5/31/2007	District Strategic Plan	\$3000.00

## **Research-Based Programs**

The National PTSA Standards

## **Professional Development**

Improving Communication with Parents

Test Taking Strategies to Help your Child Succeed on the FCAT

Improving your Child's Performance on the SAT/ACT

How to Assist Your Child in Completing College Applications

Financial Aid Workshop for Parents

FCAT Tips in Reading, Writing, Mathematics and Science for Parents

Bilingual Parent Workshops

Parent Academy will offer classes such as "effective discipline to child safety and nutrition and preventing substance abuse", to parents to help them acquire the skills they need to assist in their childrens' education

FCAT Practice using school manufactured disks

## **Evaluation**

The formative evaluation will be based on a periodic review of sign-in sheets, agendas, parent surveys and minutes and attendance records from our EESAC and PTSA meetings.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 6 STATEMENT:**

Miami Carol City Senior High School will provide a safe and secure learning environment for our students, faculty and staff.

**Needs Assessment**

An analysis of available data indicates that 28.2 percent of our students served outdoor suspensions and 49.4 percent served indoor suspensions. There were 7 incidents of simple battery, 10 of thief and 5 arrests. As an alternative to suspension, parental involvement, school counselors and community social workers will have a conference with all students prior to the suspension taking effect.

## Measurable Objective

Given the Code of Student Conduct and school-wide emphasis on providing a safe and secure learning environment, the number of Miami Carol City Senior High School students who serve outdoor suspensions will decrease by five percent for the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Parent Resource Center and Parent Academy classes to provide assistance to parents in managing student behavior.	Parent Resource Specialist Administrators	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase security by rerouting buses, implementing parking permits for students and staff and utilizing technology to identify visitors to our building.	Administrators	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase visibility of administrative staff before and after school as well as during lunch and the changing of classes.	Principal	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase teachers and students who can serve as mediators.	Administrators TRUST Counselor	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide class management training to beginning and other selected teachers.	Administrators Teacher Trainers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilization of our Criminal Justice program by providing Peer Courts for minor offenses.	Administrators Criminal Justice Teachers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct student orientations by grade level to review school procedures, policies and consequences and provide information to students at registration interviews.	Administrators	8/21/2006	5/30/2007	Continuous Improvement Model	\$3000.00

## Research-Based Programs

Continuous Improvement Model (CIM)

## **Professional Development**

Best Practices for Managing Your Classroom

Visitations to Model Classrooms

Parent Effectiveness Training

Peer Court Training

Mediation Training

## **Evaluation**

The evaluation component will include a five percent decrease in our 2006-2007 outdoor suspension records. We will incorporate a monthly review of suspension reports, parent contact logs, and mediation records as our progress monitoring tools.

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

### **GOAL 7 STATEMENT:**

All classroom teachers at Miami Carol City Senior High School will utilize technology to record daily attendance, academic grades, and analyze student data.

### **Needs Assessment**

The 2004 STAR School Profile indicates that Miami Carol City Senior High School ranks in the Entry Stage in Technology Planning with a score of 0, which is 2.2 points lower than the Miami-Dade County average of 2.2. Technology Support is 1.3 which is 1.4 points lower than the county average of 2.7. Teacher Technology Standards is 1.5, 1.3 points below the county average of 2.8.

An informal survey indicates that less than 10 percent have used an electronic gradebook software program as their primary gradebook prior to the 2005-2006 school year.

## Measurable Objective

Given attention to the use of technology, Miami Carol City Senior High School instructional staff will implement the use of technology to analyze student data.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize SPI to retrieve and analyze student data.	Assistant Principal Test Chair classroom teachers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technology to train personnel for professional development.	Administration Test Chair Reading Coach Writing Coach Math Coach	8/21/2006	5/30/2007	School-to-Career	\$0.00
Utilize Snapshot to retrieve and analyze student data.	Assistant Prinicipal Test chair classroom teachers	8/21/2006	5/30/2007	District Strategic Plan	\$10000.00
Utilize Calendar Wiz Program to inform staff, students and parents of daily school operations and activites.	Administration School Personnel Activites Director	8/21/2006	5/30/2007	School-to-Career	\$200.00
Utilize Elect Elite to conduct student activities voting.	Administration Club sponsors Activities Director	8/21/2006	5/30/2007	School-to-Career	\$500.00

## Research-Based Programs

Continuous Improvement Model (CIM)

## Professional Development

Utilizing the Excelsior Electronic Gradebook

Digging into Data

Powerpoint

LCD Projector

World Wide Web

## **Evaluation**

By the end of the fourth grading period, all instructional personnel will be able to access and analyze students' information using the intranet and Snapshot.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Miami Carol City Senior High School will encourage students to attain their optimal level of physical fitness and nutritional wellness through the participation in an age-appropriate physical fitness program and the My Pyramid Health Education Program.

### ***Needs Assessment***

The 2005-2006 Physical Fitness Test Summary Report indicates that of the 847 students tested (96 percent of the students enrolled in Physical Education classes), 99 earned Gold and 63 earned Silver for a total of 162 students or 19 percent who were recognized with fitness awards.

## Measurable Objective

Given emphasis on health education and physical fitness, Miami Carol City Senior High School will increase our percentage of silver and gold award recipients as measured on the FITNESSGRAM by one percent for the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a pre-test to determine baseline measures and compare pre- and post-test data will provide valid measures of student improvement.	Assistant Principal Department Chairperson	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administrators	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop an action plan to insure input from the department to support assessed benchmarks and the identified elements assessed in the FITNESSGRAM test.	Assistant Principal Department Chairperson	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administrators	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the "My Pyramid" health education program to encourage students to make healthy food choices to improve their physical lifestyle.	Administrator, Cafeteria Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage students to eat a healthy breakfast by promoting "Breakfast on the Patio" daily.	Administrator, Cafeteria Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Continuous Improvement Model (CIM)

My Pyramid

## **Professional Development**

Utilizing the FITNESSGRAM Software  
Wellness Program

### **Evaluation**

The post-test results of the FITNESSGRAM will indicate a one percent increase of award recipients at Miami Carol City Senior High School. An individual student prescriptive report will be printed out for each student to take home, and the school will keep a copy.

## 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 checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Miami Carol City Sr. High School will establish small learning communities at the 9th grade level and implement the “Tools for Success” curriculum in a mandatory Foundation/Orientation elective course for all 9th grade students.

**Needs Assessment**

It is imperative that 9th graders are afforded the necessary support to make a successful transition from middle to high school. Research shows that skill development curriculum such as “Tools for Success” help students overcome the obstacles and challenges of high school. Through instruction, guidance and support, students make this connection earlier in high school and significantly increase the chance of graduation.

## Measurable Objective

Given the implementation of Small Learning Communities and the mandatory Foundation Course elective with the “Tools for Success” curriculum for all ninth graders, a decrease in the number of level III referrals will be realized for this grade level as compared to the previous year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the “Tools for Success” curriculum in the 9th grade foundation course with emphasis on survival skills (i.e., positive study habits, organization skills, technology skills, etc.).	Foundation Course Teachers Student Services Personnel	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Solicit opportunity to be part of the next phase of the district's Secondary School Reform Initiative.	Administrators	8/21/2006	5/30/2007	Small Learning Communities	\$0.00
Provide professional development to elective teachers regarding strategies to infuse reading and writing across the curriculum.	Administrators	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Expose students to character education skills through group counseling and the student services department.	Foundation Course Teachers, Trust Counselor, Student Services Personnel	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate success strategies, character education, and career exploration activities across the curriculum and in the Chief Pride WRAP 30-minute literacy period.	Administrators, Literacy Coaches, Elective Teachers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a 9th grade orientation for parents and students to become familiar with school procedures.	Administration Counselors	8/21/2006	9/29/2007	District Strategic Plan	\$0.00
Implement Small Learning Communities in the 9th grade with emphasis on team-building.	Administrators, Guidance Counselors, 9th Grade Teachers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Small Schools Research by Kathleen Cotton of the Northwest Regional Educational Laboratory.

National High School Alliance

Small Learning Communities

## **Professional Development**

Secondary School Reform

Continuous Improvement Model (CIM)

Reading and Writing Across the Curriculum

“Tools for Success”

## **Evaluation**

A comparison of referrals records at the opening and closing of school, and a review of 9th grade referrals from 2005-06 to 2006-07 will be used for evaluation.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Miami Carol City Senior High School will improve its rank on the State of Florida ROI Index publication.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2004-05, Miami Carol City Senior High School ranked at the 25th percentile on the State of Florida ROI index.

## Measurable Objective

Given the effort to provide effective programs, Miami Carol City Senior High School will improve its ranking on the State of Florida ROI Index publication from the 25th percentile in 2004-05 to the 26th percentile in the next publication of the Index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Administrators	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Review reconfiguration of existing resources.	Administrators	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Research taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Administrators	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administrators Director of Activities Treasurer	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00
Research shared use of facilities and partnering with community agencies.	Administrators	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Great Source

Read 180

MAZE

FCAT Explorer

Glencoe Math Texts

Glencoe Language Arts Texts

Prentice Hall Texts

Holt, Rinehart and Winston Texts

Riverdeep

## **Professional Development**

Chief Pride W.R.A.P.

Student Performance Indicators(SPI)

CRISS

Electronic Gradebook

Inclusion

Best Practices in Content Areas

Data Analysis

Use of Technology in the Classroom

Continuous Improvement Model(CIM)

Effective Planning for Block Scheduling

Grant Writing

Budget Training

Budget Conference

MSAF Training

Money Matters

## **Evaluation**

On the next State of Florida ROI index publication, Miami Carol City Senior High School will show progress toward reaching the 26th percentile.

## GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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 type="checkbox"/>

**GOAL 11 STATEMENT:**

Miami Carol City Senior High School will increase the graduation rate to prepare more students to transition to post-secondary education and/or employment as well as to become responsible citizens and life long learners.

**Needs Assessment**

There is a need to make certain students receive assistance in every way possible to facilitate graduation from high school. Making sure students and parents understand district and state requirements for a high school diploma as well as increasing the success rate on the Florida Comprehensive Assessment Test (FCAT) will improve the graduation rate.

## Measurable Objective

Given a school-wide emphasis on achievement, Miami Carol City Senior High School will increase the graduation rate by two percent from 58 percent in 2005-2006 to 60 percent in 2006-2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enroll all Grade 11 and 12 FCAT Retakers in Intensive Reading and /or Intensive Mathematics classes as well as tutoring to assist students in meeting the FCAT graduation requirement.	Administrators	9/18/2006	3/2/2007	Continuous Improvement Model	\$0.00
Conduct Student Services Assemblies and Credit Analysis Reviews by grade level to keep students informed of requirements and on-track for graduation.	Student Services Chairperson Administrators	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Increase student enrollment in Honors and Advanced Placement classes as well as SAT/ACT preparation classes to prepare students for college entrance examinations and college level work.	Student Services Chairperson Administrators	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students and parents assistance with postsecondary education planning.	College Assistance Program Advisor Administrators	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide additional transition services to assist Students with Disabilities.	ESE Program Specialist ESE Transition Specialist Administrators	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide additional support to at-risk students through our Stay In School Program.	Student Services Chairperson Administrators	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for exposure to postsecondary options through local and out-of-county college tours.	Administrator, College Assistance Program Advisor, Senior Class Sponsor	11/6/2006	4/6/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Continuous Improvement Model (CIM)

## **Professional Development**

How to Interpret the Credit Analysis

Financial Aid Workshop

College Admissions Fair

## **Evaluation**

Miami Carol City Senior High will graduate 58 percent or more of its Class of 2007 as documented by district and state reports.

## *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:***

The EESAC makes recommendations to the principal on the development of the school's annual budget. Members are trained in budget allocation through a budget workshop held during a regularly scheduled EESAC meeting. Funding has been provided for FCAT preparation including Saturday Chief Academy and before- and after-school tutoring.

### ***Training:***

The EESAC has allocated funds to provide stipends to teachers who participate in professional development after school and on Saturdays to alleviate teachers being out of the classroom and our students losing valuable instructional time.

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

The EESAC has facilitated the purchase of FCAT preparation materials to distribute to parents giving students opportunities for FCAT practice at home.

### ***Technology:***

The EESAC has reinforced the use of technology by facilitating the purchase of additional software and hardware to utilize in the classroom.

### ***Staffing:***

Funds have been allocated to provide paraprofessional support to our Intensive Reading and Mathematics teachers. Teaching supplements have been allocated to assist in reducing class size.

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

The EESAC plays the leadership role in encouraging faculty, staff and community members to mentor students and provide assistance as they prepare to take the FCAT and transition to postsecondary and/or employment.

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

Nutritional snacks were purchased by the EESAC to be distributed to our students during the break between subtests of the FCAT Reading and Mathematics Tests.

***Benchmarking:***

The EESAC facilitated the development of our instructional focus calendar and the implementation of our Chief Pride W.R.A.P., our thirty minute daily literacy period conducted on a school-wide basis.

***School Safety & Discipline:***

The EESAC has also worked to address concerns based upon the school climate survey. An ad hoc committee has been established to address disciplinary concerns in the classroom. This committee is in the process of preparing recommendations for implementation through EESAC.

## *Budget Summary*

---

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$35,000.00
Goal 2: Mathematics	\$37,000.00
Goal 3: Writing	\$12,000.00
Goal 4: Science	\$5,000.00
Goal 5: Parental Involvement	\$3,000.00
Goal 6: Discipline & Safety	\$3,000.00
Goal 7: Technology	\$10,700.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
<b>Total:</b>	<b>\$105,700.00</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:*

---

*Principal*

---

*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

---

*EESAC Student Representative, as applicable*

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

---

*Region Superintendent*