Florida Department of Education
DIVISION of PUBLIC SCHOOLS
"We're all about Increased Student Achievement!"

BUREAU OF SCHOOL IMPROVEMENT

2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: MIAMI CAROL CITY SENIOR HIGH SCHOOL

District Name: Dade

Principal: KIM COX

SAC Chair: STEPHEN BACKS

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

Jeanine Blomberg, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Cheri Pierson Yecke, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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VISION/MISSION/BELIEF STATEMENTS

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

The mission of Miami Carol City Senior High School is to prepare learners by providing a sound academic and technologically challenging environment that is supplemented with character education. The foremost priority of the administration and staff is to inspire students to become lifelong learners by using a variety of interesting and relevant instructional resources in a clean, safe, secure, and productive environment. With the active involvement of parents, students, the community, and all other stakeholders in the educational process, our students will understand that they are valued and respected as we all work together to assist them in developing the skills necessary for success in a 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.

Additionally, Miami Carol City Senior High will:
- Increase the number of reading and mathematics coaches, one per grade level as well as retakers.
- Implement 9th Grade Small Learning Communities (SLC) and place all 9th graders in a separate building organized with a distinct adminstrative and student services team.
- Enroll all 9th grade students in a Freshman Foundation Course that wil utilize Tools for Success, American Dream 101, High School 101 and other related materials to support academic achievement, citizenship, test-taking skills, life - learing skills and study skills.
- Organize and hold grade level Orientations for parents and students to discuss policies and procedures, transition requirements, SES service providers, tutorial services and other unique programs.
- Enroll all 9th and 10th graders, FCAT Levels 1 and 2 in an Intensive Reading and/or Intensive Mathematics class.
- Enroll all 11th grade students in Intergrated Science or Chemistry or Physics based on their FCAT Level.
- All administrators will conduct informal classroom observations and be assigned office days and classroom days to ensure that the CIM Process is occuring in all classes.
- Vertical articulation activities will be expanded to include reform programs, added rigor and relevance strategies for improved student achievement.
- All staff members will be trained to analyze data and participate in Professional Learning Communities.
- Collobrate with Florida Memorial University, St. Thomas University and other institutions of higher learning to promote academic achievement, rigor and career goals.
- Implement citizenship activities in Social Studies classes to improve student conduct.
- Participate in "Project Rise" (the US Department of Education Teacher Incentive Fund Grant Award). The purpose of this grant is to increase teacher and administrator effectiveness through incentives and support, which ultimately, will result in improved student achievement.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community
Miami Carol City Senior High School was established in 1963 and is located on 29.14 acres in Miami, Florida at 3422 N. W. 187 Street and is slated for a replacement school. This school year, an 820 student station modular will open to house the 9th graders. The school is located in the Northwest section of Miami-Dade County in the recently organized community of Miami Gardens. Most of the families have low socio-economic status and 68 percent of students are classified as economically disadvantaged according to free and reduced lunch applications. Additionally, there are 12 portable classrooms.

Student Demographics
The students at Miami Carol City Sr. High School are comprised of an ethnically and culturally diverse community, consisting primarily of Black (approximately 93%) and Hispanic (approximately 7%) students is supported with a myriad of opportunities in the community to positively impact students. The school's prestigious Center for Legal and Public Affairs and its Criminal Justice Assistance Program attracts students from all areas across Miami-Dade County. Currently, the total enrollment is 2,300, with the majority of students receiving standard instructional services. Additionally, Limited English Proficiency services (approximately 5%), and Exceptional Student Education services (approximately 15%) are provided.

Unique Aspects: Strengths
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 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.

As a result of the clear vision of the administrative team at Miami Carol City Sr. High School, Secondary School Reform (SSR) and Small Learning Communities (SLC) will be implemented. The SSR focus will be on specific career path courses of study for students in grades 10 -12. SSR will enable students to participate in job shadowing experiences, mentorships, internships and other career related opportunities. Additionally, in partnership with Florida Memorial University and University of Florida, students will be actively involved in SECME and SEMMA respectively.

Unique Aspects: Concerns
Miami Carol City Senior High School is a first time "F" school located in Miami Gardens, Florida. According to recent research, the Department of Education estimates that nearly 54% of Florida's students who leave high school do so between the ninth and tenth grade. Miami Carol City's graduation rates have declined in the last five years to a low 43%. This traumatic drop-out rate is due to several factors, such as academic failure, chronic absences, family problems, loss of confidence, and a rash of violence against teens. Failure to consistently meet basic reading and math

standards, with a majority of the student population, has placed the school in an emergency status. The school seeks to rise to the challenge of closing the disparaging achievement gap consisting of low economic groups and unmotivated students to ensure that all students successfully achieve.

Teacher Demographics
The faculty and staff of Miami Carol City Senior High School includes 221 full-time positions and 38 part-time positions. The ethnic composition of the staff is as follows: 27% are White, Non-Hispanic, 58% are Black, Non-Hispanic, 12% are Hispanic and 3% are Asian or American Indian. Thirty-two (84%) of the part-time staff are Black, Non-Hispanic and six (16%) are Hispanic. All of the instructional staff members are certified and highly qualified. Fifty-seven percent of our instructional staff has earned advanced degrees. Our staff has an average of 12 years of teaching experience in Florida. Two teachers are currently seeking National Board Certification.

A top priority established by administration at Miami Carol City Senior. 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 of all 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 within the school.

Class Size/Teacher-to-Student Ratio
The class size was an average of 24.05, enabling the class size reduction requirements to be met. The average class size for SPED for grades 9 – 12 was 12:1. Additionally, the student to teacher ratio for grades 9 – 12 in the general education classes was 24:1.

Attendance Rate
Attendance and a high mobility rate continue to be challenges at Miami Carol City Senior High School. During the 2006-2007 school year, the attendance rate improved to a 90.90 daily attendance membership as compared to the District's attendance rate, which is 94.06. Although parental involvement increased by 1%, ongoing efforts are necessary to increase the connection among the home, school, and community. Miami Carol City Senior High strives to meet the social and academic needs of all students and continues to serve as a beacon for the community.

The number of students with ten or more cumulative absences was reduced from 1,661 in 2005-2006 school year to 1,169 in 2006-2007. The number of days students spent in suspension was also reduced from 3,362 for 2005-2006 to 2,032 for 2006-2007.

Promotion/Retention/Graduation Rate
An analysis of the 2006-2007 school profile data indicates that 24% of ninth grade students were not promoted/retained, as well as 18% of the respective student population in grades 10 – 12. The graduation rate decreased by 1% in the 2006-2007 school year to 43%, as compared to the District's graduation rate, which is 54%. This

indicates a need to implement strategies for dropout prevention and alternative education opportunities.

Feeder Pattern
Miami Carol City Senior. High School is the "feeder" high school for the following schools located in Regional Center 1: Carol City Middle School, Parkway Middle School, Lake Stevens Middle School, Brentwood Elementary, Miami Gardens Elementary, North Carol City Elementary, Barbara Hawkins Elementary and Skyway Elementary Schools. Students transition from elementary to middle school in grade six, and then from middle to high school in grade nine. Schools in the feeder pattern work collaboratively on issues that are prevalent to the students, school, and community, and have commonalities in their strengths as well as mutual areas of concern.

Special Programs
Miami Carol City Senior High School is a Title I school, with 68% of students receiving free or reduced lunch. The school offers a structured academic program that seeks to increase the skills of low performing students by offering intensive reading and mathematics classes as well as vocational, applied, and integrated courses that will lead toward program certification and continuing education. In-school pull-outs, and after school tutoring is also offered to students five times per week on Mondays through Thursdays and on Saturdays in the Chief Pride Academy.

The school is poised to implement the district's Secondary School Reform Initiative. Students may choose from six academies based upon their goals, interests, and talents: Business and Information Technology; Law, Public Services and Security; Automotive Industrial Services; Allied Health and Personal Services; Visual, Performing Arts and Design; or Hospitality, Tourism, and Culinary Arts. This model of instruction is a research-based, successful strategy that ensures that students graduate from high school ready to enter the job market or pursue opportunities for postsecondary study. The school is also known in the community for its prestigious Law and Public Services Magnet Program which attracts students from across the county.

Ninth grade students participate in small learning communities and are enrolled in a Foundation Course which reinforces life skills, character education, and coping skills necessary for continued academic and social success. Additionally, Advanced Placement/Gifted and SAT/ACT preparation courses are offered to students who exemplify college readiness.

School Community Relations/Partners
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.

Partnerships include the Dolphin Stadium, the City of Opa-Locka Police Department, City of Miami Gardens, Opa Locka Police Department, Miami-Dade County Public Schools' Police Department, Antioch Baptist Church of Carol City, Jesus People

Ministries, Inc., and the Metro Miami Action Plan (MMAP). 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 is adequate.

A special partnership coexists between Miami Carol City Senior High School and M-DCPS, "Project Impact." Project Impact is a gang prevention program for students in targeted geographic areas that have been identified as gang members or have the potential to become involved in a gang. Counselors from Project Impact and school personnel work together to eradicate gangs in the school.

Grants
Miami Carol City Senior. High School is the recipient of a Project RISE (Rewards and Incentives for School Educators) Grant for the 2007-2008. The grant will provide assistance to increase student achievement in the form of a professional partnership and ongoing professional development for teachers. The school was also one of three senior high schools who were top contenders for the Project SUCCEED Career Paths and Academies Grant for 2007-2008.

Additionally, students at Miami Carol City Senior High receive college preparatory information and career awareness through the University of Florida School Alliance, which receives funds for supplemental mentoring activities through The Bell South Grant for New Teachers.

SCHOOL MATCH

The school match for Miami Carol City Senior High School is Miramar Senior High School. Miramar is a high-performing school that has experienced an increase in student achievement for the past two years. Collaborative activities include, but are not limited to pertinent dialogue regarding scheduling, best practices to improve student attendance and achievement, and the provision of valuable resources that will assist in increasing school and student performance. The expected outcome of this school match is the effective use of the mentor relationship and critical support provided as an integral tool to ensure that the school's academic goals are met.

QUALITY STAFF

Highly Qualified Administrators

Kim W. Cox, Principal

Ms. Kim W. Cox, Principal, has been an educator in Miami Dade County for nearly 30 years. She is a highly respected administrator with a reputation for "less talk and more action." She has served in numerous roles throughout her career including, but not limited to, teacher, advisor, department chairperson, assistant principal, and principal. She holds a B. S. in English Education from Florida Memorial University, a M.S. from Nova University, and is certified in Educational Leadership.

Ms. Cox has participated in several esteemed educational processes, including the Southern Association of Colleges (SACS) School Evaluation Process, where she is a certified evaluator, the Superintendent's Urban Principal Initiative, and Miami-Dade County Schools' Executive Training Program. Additionally, she has monitored numerous successful curriculum initiatives, and regularly serves as a presenter for seminars, workshops, and conferences with emphasis on topics relative to advanced academics, increasing achievement in minority students, and new teacher support.

As Assistant Principal at a low-performing high school, Ms. Cox developed an intensive reading support program that focused on the school's students who were the lowest 25% in reading. Through her efforts, students in this target group made substantial learning gains. In her role as Principal of an alternative education center, she devised a strategy to convert the school from primarily discipline-based to curriculum based with emphasis on character building. This was accomplished through the implementation of subject area scope and sequences, regular assessments, desegregation of data, and ongoing monitoring.

Aaron S. Roberts, Assistant Principal

Mr. Aaron Roberts, Assistant Principal at Miami Carol City Senior High School has 19 years of educational experience. He attained a Bachelor of Science degree from the University of Florida and a Masters degree in Educational Leadership from Southeastern Nova University. Since arriving from the Alachua County and Broward County School Districts in 1990, Mr. Roberts has held positions as teacher and Dean of Students. During his tenure at G. Holmes Braddock Senior High School as Dean of Students in Southwest Miami - Dade County, Mr. Roberts developed and implemented an exclusion program that enabled teachers to teach in a non-disrupted setting while at the same time providing those students who were having difficulty in the classroom the special assistance they needed to be successful. This program was lauded by teachers and improved the learning environment substantially. Mr. Roberts eventually moved to Booker T. Washington Senior High School and collaborated with the administrative team to improve the school grade from an "F" to "D" due to a gain of 34 points, which at the time, was the fourth largest gain in the district. He is currently the Principal's designee at Miami Carol City High School.

Heriberto Sanchez, Assistant Principal

Mr. Heriberto Sanchez, Assistant Principal, received his M.S. in Educational Leadership, and B.A. in Education. While working at Henry H. Filer Middle School in 2001-2002, Mr. Sanchez was instrumental in helping the school improve to a "C" status in the state's grading system. Through his leadership with the ninth grade FCAT Prep Program at Hialeah-Miami Lakes Senior High School in 2002-2003, he assisted in raising the school's grade from a "D" to a "C." Mr. Sanchez is in his fifth year as an Administrator at Miami Carol City Senior High School. His duties include, but are not limited to, overseeing the Exceptional Education Program, where he was a major stakeholder in the implementation of a fantastic inclusion program, and a perfect Exceptional Education Department Audit for the school year of 2003-2004.

Mr. Sanchez, in alliance with the University of Florida Mentor Program, supervised the Beginning Teachers' Program. Mr. Sanchez's leadership responsibilities include eleventh grade discipline, supervision of the Athletic Program, Liaison for The Donnell Morris Health Clinic, and assisting the principal with internal accounting procedures.

Lorenzo Styles, Assistant Principal
Mr. Lorenzo Styles, Assistant Principal, is in his second year at Miami Carol City Senior High School and has twelve years of experience in education. Mr. Styles has a Bachelors of Science in Sports Management from West Virginia University and a Master's of Science in Educational Leadership from St. Thomas University. Mr. Styles was a vanguard member of Miami-Dade County School's Superintendent's Urban Principal Initiative 2005-2006. He has taught on both the elementary and secondary levels within Miami-Dade County School's. Mr. Styles served as Administrative Assistant for two years at Jan Mann Opportunity Center and one year at Miami Carol City Senior High. His vast educational background, community involvement, and professional experiences have enabled him to become an effective agent for change.

Octavia Williams, Assistant Principal
Ms. Octavia Williams, received a B.S. in Varying Exceptionalities (K-12), an M.S. in Educational Technology, and an Ed.S. in Educational Leadership (K-12). She also holds an English for Speakers of Other Languages (ESOL) endorsement.
Ms. Williams, Assistant Principal for Curriculum, has been a dedicated member of the Miami Dade County Public School system for eight years. She began her career at Orchard Villa Elementary, and in 2005, the school was rewarded for all of their efforts when it moved from a "C" to a "B" in the state's grading system. Ms. Williams welcomed challenging roles and transferred to Miami Carol City Senior. High School in 2005, and in August 2006 became the Assistant Principal for Curriculum. During her tenure as Assistant Principal, she played a pivotal role in the academic success of all students during the 2007 FCAT, when results yielded a 6% increase in reading for students in the lowest 25th percentile. Through her leadership, students were provided many opportunities for success thorough the implementation of the in school Pull-Out sessions conducted by Paraprofessionals, Saturday Chief Academy and One-to-One Tutoring utilizing technology. Ms. Williams has worked diligently to carry out the vision and mission of the school.

Recruitment/Retention of Highly Qualified Teachers
Miami Carol City Senior High School is committed to hiring and retaining high quality and highly qualified teachers. In support of this goal, school administrators participated in all of the MDCPS recruitment fairs held during the 2006-2007 school year. As a result, the majority of teacher openings for the 2007-2008 school years were filled. Several teachers were also recruited through the district's partnership with "Teach for America."
Support is provided to teachers who are new to Miami-Dade County, new to the secondary school level, and/or beginning teachers via peer mentoring, and professional development. Additionally, Miami Carol City Senior High School partners with the University of Florida in a school alliance that uses the university's consultants and other resources to conduct workshops, training, and ongoing support for beginning teachers. The principal also maintains an "open-door" policy that enables new teachers to receive ongoing administrative guidance and support.

Show attached staff list

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Miami Carol City Senior High School's data/leadership team will be comprised of the Principal, Assistant Principal for Curriculum and Instruction, Reading Coaches, Math Coaches, Testing Chair, Academy/Team Leaders, Department Chairpersons, District Personnel and State Representative. The data/leadership team will implement the school-wide improvement model which is Florida's 8-Step Continuous Improvement Model (CIM). The CIM includes; Step 1: Test Score Disaggregating, Step 2: Time Line Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the CIM will enable the school's leadership team and instructional personnel to effectively disaggregate data from the District's interim assessments, school-wide tri-weekly assessments, and various in-school assessments. The results of these analyses will enable the school's leaders to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring. Moreover, the principal will conduct Data Chats with individual teachers immediately following the tri-weekly assessments to discuss areas of growth and opportunities for improvement for both teachers and students.

Communication with Parents

Miami Carol City's Parent Resource Center is the primary source for parents to receive information, minutes, and historical data in reference to the PTSA, EESAC, and the School Accountability Board. Parents are informed and encouraged to become involved in these endeavors through the "CONNECT-ED" program, quarterly newsletters, and regular updates on the school's website. A needs assessment is also conducted at the beginning of the academic year to determine the needs of both students and parents. All services provided are based on the results of the needs assessment and best practices research. In addition to all of these efforts, all parents have the capability to access and monitor their child's attendance and academic progress via the MDCPS Parent Portal. The school's website also provides a link for parents to communicate with teachers.

Show attached Public School Notice to parents

Show attached notification of SINI status

Pre-School Transition

Not Applicable.

Teacher Mentoring

Miami Carol City Senior High School implements its teacher mentoring program in accordance with the district's PACES Guide. The primary purpose of the program is to retain quality classroom teachers, maintain a high standard of instructional delivery, and increase the overall job satisfaction of teachers. Program effectiveness is evaluated through PACES and a school staff survey.

Professional development opportunities are provided to all teachers on an ongoing basis throughout the school year. However, teachers in need of supplemental assistance to improve classroom management and the delivery of instruction are identified by the school's leadership team through classroom observations and teacher needs assessments. The Literacy Team, comprised of Reading, Writing, Math, and Science Coaches and the Test Chairperson are responsible for the implementation of the Professional Development Program at Miami Carol City Sr. High School. Specifically, these individuals:

-facilitate and deliver on-site professional development opportunities;

-prepare, review and submit proposals for school based professional development sessions, workshops, trainings, etc.;

-collaborate with the faculty, staff, administration, and the Office of Professional Development to identify professional development needs and provide opportunities for training and workshops at the school site;

-demonstrate the importance of professional growth and lifelong learning through participation in district, state and national professional development programs and initiatives; and

-monitor evaluations and feedback from participants to determine the necessity, benefit and success of professional development offerings.

The 8-Step Continuous Improvement Model (CIM) is used schoolwide as a strategy to increase student achievement. All staff receive training in this process on an ongoing basis. Staff is also provided numerous opportunities for professional development based upon interest, need, and subject area. These workshops include:

All Staff: Differentiated Instruction, Using Data to Drive Instruction, CRISS Strategies, Shared Inquiry, Implementing Small Learning Communities, Progress Monioring Plans (PMP), Classroom Management, and Edusoft; Language Arts and Writing Teachers: Learning Express Advantage (Grades 9 – 10), Reading Plus, Read 180 Enterprise, Tools for Success (Grade 9), Just Read! (FLaRE Program Support), and support from District Curriculum Support Specialists; Math Teachers: Cognitive Tutor (all teachers of intensive math – grades 9 -10); Science Teachers: Integrated Science (Grade 11), Science Labs Online, and Instructional Focus/Benchmarks, and Advanced Placement Teachers: Compass Learning.

Ms. Octavia Williams, Assistant Principal for Curriculum, oversees the Beginning Teacher Program at Miami Carol City Sr. High School. Assistance with implementing the program is also provided by an assigned Teacher Liaison and support from the University of Florida School Alliance. New teachers are required to participate in the mandatory district and school site orientations to facilitate an

understanding of policies and practices of Miami-Dade County schools. Professional Growth Teams are assigned to these teachers, and monthly meetings are held with them throughout the school year to provide additional guidance and support. The school's leadership team conducts daily informal observations to determine if teachers are in need of assistance. Mentor teachers are also assigned to new teachers, and they are provided opportunities to shadow these teachers to observe successful teaching strategies. Mentors for beginning teachers and teachers new to the school are selected based upon their demonstration of best practices in their identified areas of instruction. Some of the mentoring activities include sharing of best practices, modeling, professional development, reception, and the provision of resources. The mentor assignments for new teachers for the 2007-2008 school year are as follows:

BEGINNING TEACHER CURRENT ASSIGNMENT MENTOR
Dana Al-Zaid Language Arts B. Wiggins
Charlotte Anderson Language Arts N. Brown-Van
Daphane Calamie Science L. Rodriguez
Roberto Chauca Mathematics M. Storper
Maisha Copeland Dance M. Mordica
Altheasa Ervin Social Studies A.Walker
Juberis Etienne Mathematics M. Alfonso-Adler
Ebony Fields Language Arts W. Conner
William Fuller Social Studies S. Backs
Patricia Garmon Mathematics W. Conner
Sherea Randle Music A. Taylor
Mark Reynolds Mathematics M. Alfonso-Adler
Vincent Roundtree Health Occupation E. Dennis
Corine Wainer Language Arts Z. Aleman
Jose Suraez Language Arts L. Albury

CRP #3: Professional Development
In an effort to ensure academic improvement for all students, Reading, Mathematics, Writing and Science Coaches will be used to facilitate all functions necessary to implement and maintain the school's comprehensive core programs, supplemental programs, and scientifically based research programs in these specific areas of instruction. The coaches will provide a variety of professional development opportunities for teachers in best practices, and successful strategies/techniques for teaching literacy through collaborative planning and the development of professional learning communities. Additionally, coaches will model effective strategies, monitor progress, provide follow-up activities and analyze student data to pinpoint target focus areas for teachers. Coaches will review data regularly with teachers, and provide additional professional development opportunities that align the data with curriculum and instruction to ensure that it addresses the needs reflected. The Coaches will not serve as administrators, substitutes, or resource teachers and will work with small groups of students only when modeling strategies for teachers. However, the Coaches will work to ensure high-fidelity implementation of instruction in their respective fields. This communication will be assured throughout the entire school year.

Mentor level teachers will be utilized within the classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to

maximize professional development activities at the school site, school administrators, Reading, Mathematics, Science and Writing Coaches as well as the mentor level teachers will articulate and coordinate the plan for professional development showing differentiated instruction, as needed, within the staff.

Extended Learning Opportunities

a. Tutoring Programs

Miami Carol City Sr. High School extends its literacy program beyond the regular school day through tutoring after school and on Saturdays in the Chief Pride Academy. Identified students are also offered opportunities for one-to-one mentoring during pull-outs in school. Students are assigned to prescriptive tutorials based on the data from the tri-weekly assessments. Tutorials are designed to meet the needs of each individual learner, addressing deficiencies in identified benchmarks. Tutorials will be aligned with the school curriculum to ensure that they are adequate to meet the specific needs identified in students. Students will engage in technology based interventions, including the FCAT Explorer, Carnegie Learning FCAT Prep in Mathematics and Reading Plus. In addition, FCAT supplementary materials will be used to enhance the tutorial program.

b. Mentoring Programs

Mentoring Programs at Miami Carol City Sr. High School include the 5000 Role Models of Excellence Program, Ladies of Distinction Program, Peer Mentoring and the Law and Public Services Academy Mentoring Program. These programs play a vital role in providing critical academic and social development support, and exposing students to real world experiences that provide valuable assistance in making the school-to-work connection.

SCHOOLS GRADED C OR BELOW
Professional Development
Describe the professional development that supports enhanced and differentiated instructional strategies.

Ongoing training is available for teachers to assist in implementing differentiated instruction in their classes. District Curriculum Support Specialists and Reading Coaches are assigned to showcase best practices for differentiated instruction and model lessons implementing these strategies. The team will equip teachers with instructional strategies to help diverse learners acquire the content and processes necessary for student achievement. Additionally, teachers may utilize the District's Professional Development Portal to take courses/workshops online in order to deliver effective instruction that reflects rigor and relevance within the classroom. Teachers will also have opportunities to select from various trainings/workshops including, but not limited to Differentiated Instruction, CRISS Strategies, Infusing Technology Into the Classroom, Electronic Gradebook, Edusoft, Best Practices and Digging Into Data.

Disaggregated Data
Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Data from the District's Interim Assessments and school wide tri-weekly assessments are processed and reviewed by Literacy Coaches and Teachers on a regular basis to monitor progress and determine the best course of action for instruction. Coaches discuss reports with teachers and provide guidance and support in redirecting instruction of pertinent skills to maximize the possibilities for mastery for all students. The results from the Spring 2007 FCAT administration will be used to place students in classes based on their FCAT level. Also, priority will be given to the strands or cluster in developing Instructional Focus Calendars. Data from tri-weekly and District Interim Assessments will disaggregated and monitored for mastery of skills. Instructional focus calendars and curriculum maps

will be adjusted to provide reinforcement for students who do not master skills and require re-teaching, and enrichment acitvities for students that demonstrate mastery. Students demonstrating a need for assistance will be encouragd to attend after school tutorials and/or Saturday School. Additionally, students will be grouped accordingly to identified needs and pulled out of electives to recieve additional assistance.

Informal and Formal Assesments
Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress

Formal assessments include the District Interim Assessment, tri-weekly assessments in reading, mathematics, and science, and the Florida Comprehensive Assessment Test (FCAT). Informal assessments include pre and post diagnostic assessments, MAZE, Oral Reading Fluency, course review tests, and monthly writing assessments for targeted students.

Alternative Instructional Delivery Methods
Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Teachers wil use differentiated instruction strategies to reach all learners in meeting the needs of the different learning levels of students. CRISS Strategies is another instructional tool used that successfully addresses the various learning styles of students. Additionally, SPED Standard diploma students are included in the inclusion model of instruction.

Students who attend tutorials and Saturday School will receive one-on- one assistance using technology as well as identified resources. Certified teachers, paraprofessionals, Literacy Coaches and other educators will be specifically assigned to work with students identified as the lowest 25% and bubble students to reinforce skills that are being taught in the classroom to produce benchmark mastery.

Students who have met mastery will participate in enrichment activites during the school day, after school and on Saturdays. Through partnerships with University of Florida and Florida Memorial University, students will also participate in field trips, college-readiness programs and other related activities and programs.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12
Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

☑ Different Innovative Approaches to Instruction

☑ Responsibility of Teaching Reading for Every Teacher

☑ Quality Professional Development for Teachers and Leaders

☑ Small Learning Communities (SLC)

☑ Intensive Intervention in Reading and Mathematics

☑ Course Choice Based on Student Goals / Interests / Talent

☑ Master Schedules Based on Student Needs

☑ Parental Access and Support

☑ Applied and Integrated Courses

☑ Academic and Career Planning

Secondary School Reform will be addressed via Small Learning Communities (SLC) for all 9th grade students to assure a smooth transition from 8th to 9th grade. Differentiated instruction will provide strategies that promotes rotation in all classes. This approach will assist teachers to infuse technology to accomodate various learning styles and personalized learning.

The master schedule was developed based on students' needs and intervention in reading, mathematics and science. Students were scheduled according to their FCAT level, interest and teacher recommendation. All 11th grade stduents are assigned to Integrated Science, Chemistry or Physics based on thier FCAT level. Students who scored levels 1 or 2, are placed in Intensive Reading and or Intensive Mathematics. Students who are on grade level, 3 or above are scheduled in regular, honors or advanced placement classes.

Implementation of SSR allowed 10th grade students to select their classes based on their interests and career goals. All 10th grade students are assiged to an academy as well as teachers. Teachers are assigned to an academy based on a
survey and students' academic and career planning.

Quality professional development for teachers and leaders is ongoing. Everyone is provided school based professonal development activities on planning days, early release days, Saturday workshops and after school. Additionally, teachers that are apart of the SLC and SSR academies meet during the day in Professional Learning Teams for collobration. All teachers will utilize CRISS strategies to reinforce reading in their areas of expertise.

Parents are a vital component in the desire to succeed. The District has implemented an online portal that parents can access to monitor their child's attendance and academic progress. To ensure that parents are aware, workshops will be held in the evening, afterschool and on Saturdays. Parents will receive communication via quarter newsletters, Connect-Ed, and the schools website.

GOALS

Goal:	Reading

Needs Assessment An analysis of our 2007 FCAT Reading Assessment indicates 13 percent of our students met high standards, while 36 percent made learning gains and 54 percent of the Lowest 25% of struggling students made a year's worth of progress in reading. This reflects no change in students meeting high standards, a decrease of 6 percent making learning gains, and an increase of 6 percent of struggling students making a year's worth of progress in reading as compared to the 2006 FCAT Reading Assessment. Furthermore, the data indicates that 9th graders scored a mean Developmental Scale Score of 1736 as matched to the previous year. This represents a 35 point increase. The mean Developmental Scale Score for 10th graders was 1745, which indicates a 31 points decrease.

The content cluster data for 9th grade indicates the need to increase our instructional focus in the Main Idea, Comparison and Contrast, and Reference and Research strands. Moreover, the 10th grade data indicates the need to target additional instructional focus in Main Idea and Reference and Research.

Objective Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Black students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of the students scoring at or above Achievement Level 3 on the 2008 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 58 percent of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of the students scoring at or above Achievement Level 3 on the 2008 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 58 percent of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Assessment.

Strategies

-Utilize assessment print data to target students who scored FCAT Level Achievement 1 and are identified as being deficient in decoding skills. These students will be enrolled in Intensive Reading Plus classes to remediate

decoding deficiencies, monitor student progress, and adjust the instructional delivery of interventions.

-Enroll all students scoring at FCAT Level 1 and 2 in Intensive Reading classes scaffold and differentiated instruction, target the academic needs of students, and provide reinforcement and enrichment activities.

-Conduct weekly Literacy team meetings comprised of the Principal, Assistant Principals, Administrative Assistants, Reading, Writing and Mathematics Coaches to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide instruction and facilitate the collection and disaggregation of data, establish timelines, instructional focus, formative assessments, interventions through tutorials, and program monitoring to meet the individual needs of students.

-Develop and align Instructional Focus Calendars to Pacing Guides and Sunshine State Standards to target instruction in reading benchmarks.

-Provide Differentiated Instruction to meet needs of all students.

-Create Word Walls and utilize Creating Independence through Student-owned Strategies (CRISS) in all Language Arts and Reading classes to support application of literacy and support students' ownership of their learning process.

-Develop and provide a quarterly Reading List for students to reinforce reading skills.

-Use paraprofessionals and other educators for pull-outs during the school day to provide one – on –one assistance to lowest 25% students, bubble students and retakers.

-Assign Reading Coaches by grade level to model lessons for Reading teachers.

-Utilize the 9th Grade Foundation and World History classes to reinforce reading skills by assigning required novels each quarter.

-Use Jamestown Timed Reading lessons as bell ringers to assist in providing additional reading fluency practice across the curriculum.

-Assign Language Arts and Reading Teachers to Small Learning Teams to provide common planning time for collaboration, data analysis and ongoing support.

-Conduct quarterly Parent Workshops and newsletters that focus on reading strategies and test-taking techniques to assist student learning process.

-Use Connect-Ed Parent Portal on dadeschools.net to keep parents informed.

-Utilize various software programs to provide supplemental activities for students.

-Provide enrichment activities and opportunities such as power point presentations, class/teacher web pages and other related use of technology to extend learning for regular, honors, and advanced placement classes.

-Conduct tutorials after school and on Saturdays to provide extended learning opportunities.

-Conduct tri-weekly, quarterly assessments to monitor students' learning to provide enrichment activities or reinforcement.

-Utilize Media Specialist for classroom presentations to reinforce identified benchmarks.

-Establish a Principal's Reading Dream Team comprised of students scoring in the lowest 25 percentile in reading and conduct monthly review meetings to encourage independent reading, and provide comprehension, vocabulary, and

fluency reinforcement through authentic literature.
-Review completion of data debriefing protocols after each bi-weekly/tri-weekly and district interim assessments in reading to standardize the conversations regarding data-driven instruction.

Evaluation
Summative
*2008 FCAT Reading Assessment

Formative
*Tri-Weekly Assessments
*FCAT Explorer and Simulation Reports
*Read 180 Reports
*District Interim Assessments

Research-based Programs
Great Source Text
Prentice Hall Literature Text
Read 180/ Enterprise
Language!
Reading Plus
Jamestown Reader's Fluency Series

Professional Development
Student Performance Indicators (SPI)
CRISS
Curriculum Mapping
Item Specifications in Reading
Best Practices in Reading
Reading Endorsement
Reading and Writing across the Curriculum
Using Data to Drive Instruction
Differentiated Instruction

Highly Qualified Instructors
The following teachers have not met highly qualified status:

Fatimah Albergottie, Employee #282000
April Ferguson, Employee #239677
Donna Baldie-Allen, Employee #274358
Jose Suarez, Employee #289460
Dana Al-Zaird, Employee #278180
Ebony Fields, Employee #288931

Professional development and support for these teachers will be provided at varied levels. Teachers who are exceptionally proficient in targeted subject areas, will be assigned as mentors. Continuous school site professional development activities will be provided based on teacher performance and

student achievement needs. These teachers will also be guided toward enrollment in District-provided certification preparation courses.

Budget			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program(s)/Material(s)			0
Technology	Reading Plus Software Read 180 Enterprise		30000
Professional Development			0
Other	AMSCO "Preparing for FCAT" Workbooks, Word Wall Bulletins, and Newsltters		13500
		Total:	**$43,500.00**

Goal:	Mathematics

Needs Assessment An analysis of our 2007 FCAT Mathematics Test results reveals that 39 percent of our students met high standards, 63 percent made learning gains and 65 percent of the Lowest 25% of struggling students made a year's worth of progress in mathematics. This reflects an increase of 3 percent of our students meeting high standards, a decrease of 1 percent making learning gains, and a decrease of 6 percent of the Lowest 25% of struggling students making a year's worth of progress in mathematics as compared to the 2006 FCAT Mathematics Test. The content cluster data reveals that the average ninth grader answered 38 percent of the Number Sense questions correctly, 29 percent of the Measurement questions correctly, 36 percent of the Geometry questions correctly, 40 percent of the Algebraic Thinking questions correctly and 38 percent of the Data Analysis questions correctly. All Strands remained consistent except for an increase of 9 percent correct in the Geometry Strand as compared to the 2006 FCAT Mathematics Test. The data also reflects a mean Developmental Scale Score change for matched ninth grade students of 57 points. Furthermore, the content cluster data reveals that the average tenth grader answered 36 percent of the Number Sense questions correctly, 30 percent of the Measurement questions correctly, 14 percent of the Geometry questions correctly, 29 percent of the Algebraic Thinking questions correctly and 27 percent of the Data Analysis questions correctly. The percentage correct was consistent in the Algebraic Thinking and Data Analysis Strands with a 10 percent increase in Measurement, and a 9 percent and 7 percent decrease in Number Sense and Geometry, respectively as compared to the 2006 FCAT Mathematics Test. The data also reflects a mean Developmental Scale Score change for matched tenth grade students of 40 points. In addition, an analysis of our 2007 Retake FCAT Mathematics Test results reveals that 32 percent of 11th and 12th grade students passed the FCAT Mathematics Retake. According to the NCLB, our Students with Disabilities, Black, Hispanic, Free or Reduced Lunch and Limited English Proficient sub-groups need improvement in Mathematics. 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.

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 62 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Black students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 62 percent scoring at or above Achievement Level 3 on the 2008 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 62 percent scoring at or above Achievement Level 3 on the 2008 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 62 percent scoring at or above Achievement Level 3 on the 2008 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 62 percent scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Strategies

-Implement and monitor the Continuous Improvement Model (CIM) as a successful research-based strategy to monitor progress and increase student achievement.

-Enroll all Grade 9 - 12 FCAT Level 1 and Level 2 students in intensive mathematics courses to provide opportunities for practice and reinforcement of pertinent skills.

-Provide enrichment opportunities for students enrolled in honors and advanced placement courses through special projects and the Compass Learning Program to improve student performance and practice and hone skills to ensure college readiness.

-Use district and region curriculum support specialists to model effective teaching strategies in intensive mathematics classes.

-Schedule students with disabilities for additional remedial services through pull-out instruction and professional development for inclusion mathematics teachers.

-Develop and align instructional focus calendar to the District Mathematics Pacing Guide to target instruction in mathematics benchmarks.

-Provide extended learning opportunities to students identified as Level 1 and Level 2, LEP, or retakers through early bird tutoring, after school tutoring through adult education, and/or Saturday Chief Academy to provide opportunities for practice and reinforcement of pertinent skills.

-Establish a rapport with parents to inform them of mathematics tutoring programs and FCAT updates.

-Structure faculty meetings to incorporate collaborative planning and sharing of best practices to increase overall student achievement in mathematics.

-Provide parents with successful strategies to use at home to improve mathematics skills via the school's webpage, the parent resource center, and at all parent and community outreach functions.

-Review completion of data debriefing protocols after each bi-weekly/tri-weekly and district interim assessments in mathematics to standardize the conversations regarding data-driven instruction.

Evaluation	Summative

Summative
*2008 FCAT Mathematics Assessment

Formative
*District Interim Assessments
*Cognitive Tutor Reports
*Tri-Weekly Benchmark Assessments
*District Interim Assessments
*Cognitive Tutor Reports
*FCAT Explorer Reports

Research-based Programs

Glencoe Mathematics Texts: Pre-Algebra, Algebra I and Geometry
Carnegie's Cognitive Tutor
FCAT Explorer
Kaplan Mathematics Advantage

Professional Development

Professional Development opportunities will be provided in the following areas:
1) Building Assessment/Data Literacy
2) Technology Training

Curriculum:
a. Carnegie Learning – Bridge to Algebra (9th Grade Intensive)
b. Carnegie Learning – Intensive Mathematics Prep for the FCAT

Data:
a. EduSoft
b. SPI

3) Effective Planning for Block Scheduling (Differentiated Instruction)
4) Effective Strategies for Remediation and Enrichment (Hands-on Activities; Manipulatives, Projects; Portfolio)
5) FCAT Strategies in Mathematics
6) a) Continuous Improvement Model (CIM);
b) Curriculum Maps

Highly Qualified Instructors

The following teachers have not met highly qualified status:

Jubens Entienne, Employee #289083
Theresa Garmon-Robinson, Employee #289169
Mark Reynolds, Employee #279692

Professional development and support for these teachers will be provided at varied levels. Teachers who are exceptionally proficient in targeted subject areas, will be assigned as mentors. Continuous school site professional development activities will be provided based on teacher performance and

student achievement needs. These teachers will also be guided toward enrollment in District-provided certification preparation courses.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Carnegie Learning		50000
Technology			0
Professional Development			0
Other	AMSCO Supplemental Materials		5000
		Total:	$55,000.00

Goal:	Writing

Needs Assessment Analysis of the Spring 2007 FCAT Writing+ Assessment results indicate that students in all of the NCLB subgroups increased 1% in accordance with requirements to make AYP. The percentage of students who scored 3.5 or higher on the combined writing scores was 70%. The students that scored 4.0 or higher on the combined writing scores is 50%. The mean score on the expository prompts decreased from 3.7 to 3.4 as compared to the previous year. The mean scale score on the persuasive prompts remained the same at 3.6 as compared to the previous year. The combined mean scale score decreased from 3.7 to 3.6 as compared to the previous year.

Objective Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 90 percent of students achieving scores of 3.5 or higher on the 2008 FCAT Writing+ Assessment.

Strategies

•Conduct weekly leadership team meetings comprised of the Principal, Assistant Principals, Administrative Assistants, Department Chairpersons, Reading, Writing, Mathematics, and Science Coaches, to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide instruction and facilitate the collection and disaggregation of data, establish a timeline, instructional focus, formative assessments, interventions through tutorials, and program monitoring to meet the individual needs of students.
•Develop and implement Instructional Focus Calendars to target writing benchmarks.
•Train 9th and 10th Grade Language Arts Teachers to implement the Learning Express Advantage Online Writing Program (LEA).
•Establish and implement a literacy writing day per week utilizing the LEA Online Writing Program to provide online writing and scoring of essays for students. The program creates a portable transitional portfolio for each student which can be used to monitor students' writing progress.
•Implement differentiated instruction techniques to meet the needs of all students.
•Implement intensive focus on writing across the curriculum.
•Conduct pull-out tutoring, Pre and Post Assessments for students scoring below 3.5 to reinforce and practice writing skills and provide opportunities for improvement.
•Assign Writing Coaches to model lessons for 9th and 10th grade Language Arts Teachers to illustrate successful strategies and best practices for student achievement in writing.
•Build students' writing vocabulary by implementing school-wide word walls to improve vocabulary skills and student achievement.
•Establish and incorporate test and data talks into quarterly lesson plans to ensure that teachers and students have frequent opportunities to gauge progress and re-teach strategies as needed to improve student performance.
•Provide 9th and 10th grade Language Arts Teachers with quarterly essay writing samples to include 5 paragraphs with both transition words and

sentences.
•Conduct quarterly assessments to monitor students' writing skills in order to provide enrichment activities for reinforcement.
•Implement an intensive focus of writing across the curriculum utilizing best practices and effective l3earning strategies of CRISS that includes; learning logs, Role-Audience-Focus-Topic (RAFT), spool papers, and a variety of vocabulary and grammar instructional strategies to improve writing skills.

Evaluation	Summative *2008 FCAT Writing+ Assessment Formative *Monthly Assessments *Edusoft Reports
Research-based Programs	Language Arts Textbooks – Holt and Glencoe Learning Express Advantage Online Writing Evaluation
Professional Development	CRISS Differentiated Instruction Learning Express Advantage Writing across the Curriculum

Budget			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program(s)/Material(s)			0
Technology	Learning Express for Writing		20000
Professional Development			0
Other	AMSCO Writing Plus Materials, and Vocabulary for Success		7500
		Total:	**$27,500.00**

Goal:	Science

Needs Assessment An analysis of our 2007 FCAT Science Assessment results reveal that out of 483 eleventh grade students tested 22 (4 percent) met high standards in Science. The school's mean score was 252 increasing 3 points from the 2006 administration of the FCAT Science Test. The analysis of each Science strand indicates that our students scored an average of 23 percent correct in the Physical and Chemical Strand, an average of 33 percent correct in the Earth and Space Strand, an average of 33 percent correct in the Life and Environment Strand and an average of 33 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, Earth/Space Strand, Life and Environmental Strand, and Scientific Strand when targeting Science instruction.

Objective Given instruction using the Sunshine State Standards, students will improve their Science skills by 30 percent of the students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Science Assessment.

Strategies

-Implement the District's Secondary Science Pacing Guide as a curriculum map that integrates Physical/Chemical Science, Biology, and Earth/Space Curriculums with Scientific Thinking to target instruction in science benchmarks.
-Enroll all eleventh graders in an integrated or upper level science course to scaffold and differentiate instruction, target the academics needs of students, and provide reinforcement activities.
-Monitor student progress through lesson plans, monthly benchmark assessments, and District assessments aligned with the Sunshine State Standards benchmarks to monitor student progress, and adjust the instructional delivery of interventions.
-Implement classroom activities and project based learning which includes: hands-on lab activities, cooperative learning groups through modeling, problem-solving strategies, and utilizing project based software to provide all students with an inquiry based scientific approach which employs all the elements of the scientific method to further the development of science processing skills.
-Increase student participation in developing science fair projects and utilize science fair research projects for students in science classes to encourage parental involvement.
-Provide extended learning opportunities through science tutorials for 11th grade students after school, during school and on Saturdays to remediate deficiencies, and provide reinforcement and enrichment activities.
-Use Jamestown Timed Reading lessons as bell ringers to assist in providing reading fluency practice across the curriculum.
-Incorporate CRISS strategies daily to enhance the reading skills of students within the science content area.

-Implement a peer-based learning strategy by using students as science lab assistants to reinforce the development of science processing skills.
-Implement the SEMMA/NASA program through small learning communities to acquaint 9th grade students with science-related career fields.

Evaluation	Summative *2008 FCAT Science Assessment Formative *District Interim Assessment *Tri-weekly Benchmark Assessments
Research-based Programs	Glencoe/McGraw-Hill (Physical Science with Earth Science) Glencoe/McGraw-Hill (Physical Science with Earth Science notebook) Prentice Hall (Biology) Prentice Hall (Biology FCAT workbook) Glencoe/McGraw-Hill (Chemistry Matter and Change) Glencoe/McGraw-Hill (Chemistry Matter and Change notebook) Holt, Rinehart and Winston (Modern Chemistry) Holt, Rinehart and Winston (Modern Chemistry FCAT workbook) Glencoe/McGraw-Hill (Earth Science Geology) Glencoe/McGraw-Hill (Earth Science Geology notebook) Holt, Rinehart and Winston (Earth Science) Holt, Rinehart and Winston (Earth Science FCAT workbook) Holt, Rinehart and Winston (Physics) Prentice Hall (FCAT Prep Workbook w/content review) Jamestown Series Timed Readings Plus - Science
Professional Development	Using Data to Drive Instruction CRISS strategies Incorporating Technology in Science Instruction ESOL Strategies Best Practices for Implementing Science Benchmarks Item Specifications in Science Differentiated Instruction Science Vocabulary Development Strategies Infusion of Reading Strategies in Science Power Writing Skills for Science

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Highly Qualified Instructors

The following teacher has not met highly qualified status:

Daphane Calamie, Employee #288934

Professional development and support for this teachers will be provided at varied levels. A teacher that is exceptionally proficient in this targeted subject area will be assigned as a mentor. Continuous school site professional

development activities will be provided based on teacher performance and student achievement needs. This teacher will also be guided toward enrollment in District-provided certification preparation courses.

Budget			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program(s)/Material(s)	SOPRIS West "Rewards Plus" for Level I - 11th Graders		10000
Technology			0
Professional Development			0
Other			0
		Total:	**$10,000.00**

Goal:	Parental Involvement

Needs Assessment   A review of the school climate survey and parent needs assessment surveys identified several strengths and opportunities for improvement. This information indicated a need for student and parent interaction at home as well as at school. Additionally, the surveys revealed that parents can profit from resources through the Parent Resource Center to assist in reinforcing successful learning strategies.

Objective   Given the school-wide focus on parental involvement, parent's attendance at school academic related activities will increase by 5 percent when 2007-2008 results are compared with the 2006-2007 results as evidence by parent attendance logs. Given the emphasis on the benefits of participation in the Parent Teacher Association, the number of parent enrollees will increase by 5 percent as evidenced by the 2007-2008 parent membership as compared to the previous year.

Strategies   •Encourage parents to utilize the school-site Parent Resource Center and Parent Academy courses through periodic "CONNECT-ED," announcements, webpage announcements and quarterly school newsletters to increase parents' awareness and involvement regarding student achievement and school activities.
•Visit the homes of families through an organized community walk to establish and reinforce communication between the school and parents.
•Promote academic-related activities on the school's marquee, local radio stations, and in the community newspapers to promote parent awareness and participation.
•Recognize parent participation through various activities and events as an incentive to reward and promote continued parent involvement.
•Encourage parents to attend quarterly grade-level orientations and participation in the school's PTSA and EESAC to stress the importance of community awareness and involvement in school activities.
•Establish a viable alumni support group to instill a sense of pride in students, promote community involvement and establish opportunities to build community support and business partnerships.
•Formulate a plan to increase the number of business partnerships to provide guidance and support for school academies and provide opportunities for students to be involved in school-to-work experiences.
•Design a Parent/Student welcome packet for incoming students to ensure that they are familiar with the school's policies and procedures to facilitate a smooth transition to high school.

Evaluation   A comparison of parent attendance logs from school activities at the closing of school, and a review of the previous year (2006-2007) parent logs will be used for evaluation.

A comparison of the PTA membership logs at the closing of the 2007-2008 school years as compared to membership logs of the previous school year

(2006-2007) will be used for evaluation.

Research-based Programs	The National PTSA Standards
Professional Development	Encourage teachers to participate in professional development activities designed to promote parental involvement and awareness.

Budget			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program(s)/Material(s)	Resources and Materials for Parental Awareness and Involvement		2500
Technology	Computers for Parent Resource Center		3500
Professional Development			0
Other	Marketing Materials		10000
		Total:	**$16,000.00**

Goal:	Return on Investment

Needs Assessment	The most recent data supplied from the FLDOE indicate that Miami Carol City Senior High School ranked at the 25th percentile on the State of Florida ROI Index Publication.

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 data publication from the 25th percentile to the 26th percentile in the next publication.
Strategies	-Collaborate with the district on resource allocation. -Review reconfiguration of existing resources. -Research taking advantage of a broader resource base, e.g., private foundations, volunteer networks. -Become more informed about the use of financial resources in relation to school programs. -Research shared use of facilities and partnering with community agencies.
Evaluation	On the next State of Florida ROI index publication, Miami Carol City Senior High School will show progress toward reaching the 26th percentile.

Objective

Strategies

Evaluation

SCHOOL ADVISORY COUNCIL

○ Yes ◉ No The majority of the SAC members are not employed by the school.
The 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.

Measures Being Taken to Comply with SAC Requirement

SAC Involvement

FINAL BUDGET			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program (s)/Material(s)	Reading: Mathematics: Carnegie Learning Writing: Science: SOPRIS West "Rewards Plus" for Level I - 11th Graders Parental Involvement: Resources and Materials for Parental Awareness and Involvement	Reading: Available: $0.00 Mathematics: Available: $50,000.00 Writing: Available: $0.00 Science: Available: $10,000.00 Parental Involvement: Available: $2,500.00	$62,500.00
Technology	Reading: Reading Plus Software Read 180 Enterprise Mathematics: Writing: Learning Express for Writing Science: Parental Involvement: Computers for Parent Resource Center	Reading: Available: $30,000.00 Mathematics: Available: $0.00 Writing: Available: $20,000.00 Science: Available: $0.00 Parental Involvement: Available: $3,500.00	$53,500.00
Professional Development	Reading: Mathematics: Writing: Science: Parental Involvement:	Reading: Available: $0.00 Mathematics: Available: $0.00 Writing: Available: $0.00 Science: Available: $0.00 Parental Involvement: Available: $0.00	$0.00
Other	Reading: AMSCO "Preparing for FCAT" Workbooks, Word Wall Bulletins, and Newsltters Mathematics: AMSCO Supplemental Materials Writing: AMSCO Writing Plus Materials, and Vocabulary for Success Science: Parental Involvement: Marketing Materials	Reading: Available: $13,500.00 Mathematics: Available: $5,000.00 Writing: Available: $7,500.00 Science: Available: $0.00 Parental Involvement: Available: $10,000.00	$36,000.00
.		**Total:**	**$152,000.00**

IMPLEMENTATION EVALUATION

Members   **Signature**