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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 0681 - Carol City Elementary School

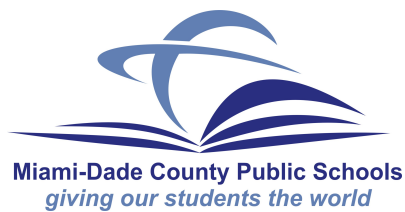
*FeederPattern:* Miami Carol City Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Claudia Hessing

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Carol City Elementary School*

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Carol City Elementary School is committed to improving student achievement and fostering a positive learning environment to create an atmosphere of academic excellence conducive to optimum achievement. Data analysis of the 2004-2005 school year revealed the need for further revision and enhancement of our School Improvement Plan. The Educational Excellence School Advisory Council (EESAC) in conjunction with the Administration and Faculty have assembled the following measurable goals for the 2005-2006 school year.

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 48 percent scoring at level 3 or higher on the 2006 administration of the FCAT in reading.

Given instruction using the Sunshine State Standards, AYP subgroup students in grades 3 through 6 will improve their reading skills as evidenced by 48 percent of the students in the SWD sub-groups achieving a level 3 or above on the 2006 administration of the FCAT in reading.

Given instruction using the Sunshine State Standards, all students in grades 3 through 6 will improve their mathematics skills as evidenced by 53 percent of students achieving a level 3 or above on the 2006 FCAT in Mathematics.

Given instruction using the Sunshine State Standards, AYP subgroup students in grades 3 through 6 will improve their mathematics skills as evidenced by 53 percent of students in the African American group achieving a level 3 or above on the 2005 FCAT in Mathematics.

Given instruction using the Sunshine State Standards, AYP subgroup students in grades 3 through 6 will improve their mathematics skills as evidenced by 53 percent of students in the Students With Disabilities group achieving a level 3 or above on the 2006 FCAT in Mathematics.

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by eighty percent (80%) meeting high standards on the 2006 FCAT in writing.

Given instruction using the Sunshine State Standards, students in Grade 5 will improve their Science skills as evidenced by matching or exceeding the District's mean scale score or by 5%, whichever is greater on the 2006 administration of the Science portion of the FCAT.

Given emphasis on parental involvement, the percent of parent participation in school activities will increase by five percent (5%), when compared to the data from the 2004-2005 school year.

Given "Critical Incident Response" activities from the District, one hundred percent (100%) school-wide compliance will be evident as outlined in procedures for "Promoting and Maintaining a Safe Learning Environment."

Given emphasis on faculty/staff knowledge of technology while creating and participating in learning communities,

the percent of technology awareness will increase by five percent (5%) for the 2005-2006 school year, as evidenced in comparison with the Beginning/End-of-Year Technology Needs Survey.

Given instruction using the Sunshine State Standards, the percentage of students who achieve "gold" status in the FITNESSGRAM Program will increase from 36 percent achievement in 2005 to 40 percent achievement in 2006.

Given the opportunity to participate in art related projects within Carol City Elementary School and in the community, the number of students participating in an after school program will increase as evidenced by comparing participation logs of 2005 to those of 2006.

Given emphasis on parental involvement, the percent of parent participation in school activities will increase by five percent (5%), when compared to the data from the 2004-2005 school year.

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 48 percent scoring at level 3 or higher on the 2006 administration of the FCAT in reading.

Given instruction using the Sunshine State Standards, AYP subgroup students in grades 3 through 6 will improve their reading skills as evidenced by 48 percent of the students in the SWD sub-groups achieving a level 3 or above on the 2006 administration of the FCAT in reading.

Given instruction using the Sunshine State Standards, all students in grades 3 though 6 will improve their mathematics skills as evidenced by 50 percent of students achieving a level 3 or above on the 2006 FCAT in Mathematics.

Given instruction using the Sunshine State Standards, AYP subgroup students in grades 3 through 6 will improve their mathematics skills as evidenced by 50 percent of students in the African American group achieving a level 3 or above on the 2005 FCAT in Mathematics.

Given instruction using the Sunshine State Standards, AYP subgroup students in grades 3 through 6 will improve their mathematics skills as evidenced by 50 percent of students in the Students With Disabilities group achieving a level 3 or above on the 2006 FCAT in Mathematics.

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills by eighty percent (80%) meeting high standards on the 2006 FCAT in writing.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their Science skills as evidenced by matching or exceeding the District's mean scale score or by increasing the school's mean scale score by 5 percent, on the 2006 administration of the FCAT in Science.

Given emphasis on parental involvement, the percent of parent participation in school activities will increase by five percent (5%) when compared to the data from the 2004-2005 school year.

Given "Critical Incident Response" activities from the District, one hundred percent (100%) school-wide compliance will be evident as outlined in procedures for "Promoting and Maintaining a Safe Learning Environment." Evidence of this will be documented through record-keeping logs of fire drills, lockdown drills, staff training, etc.

Given emphasis on faculty/staff knowledge of technology while creating and participating in learning communities, the percent of technology awareness will increase by five percent (5%) for the 2005-2006 school year, as evidenced in comparison with the Beginning/End-of-Year Technology Needs Survey.

Given instruction using the Sunshine State Standards, the percentage of students who achieve "gold" status in the FITNESSGRAM Program will increase from 36 percent achievement in 2005 to 40 percent achievement in 2006.

Given the opportunity to participate in art related projects within Carol City Elementary School and in the community, the number of students participating in an after school program will increase as evidenced by comparing participation logs of 2005 to those of 2006.

Carol City Elementary School will improve its ranking on the State of Florida ROI index publication from the 9th percentile in 2003 to the 12th percentile on the next publication.

After reviewing and analyzing data results from the Organizational Performance Improvement Snapshot Survey, the two areas identified for improvement were Process Management and Business Results.

Within the Process Management Category, item 2a indicates that staff does not feel that they have the resources needed to do their job. Within the Business Results Category, item 7c indicates that staff does not understand budget allocations. In house professional development will be provided to staff regarding information as it relates to the expenditures and budget requirements.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

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

## CORE VALUES

### *Excellence*

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

### *Integrity*

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

### *Equity*

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

### *Citizenship*

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

## **Carol City Elementary School**

### VISION

The vision of Carol City Elementary School is to become a child-centered educational environment led by guiding principles that are implemented by educators with high professional standards so as to create a culture of academic excellence.

### MISSION

The staff, parents and students of Carol City Elementary School believe that all students have the innate ability to learn and to excel. We are, therefore, dedicated to promoting higher-order thinking and ensuring that students master basic skills. With the infusion of technology, we will effectively prepare our students to thrive in the job market of the twenty-first century.

The staff, parents and students of Carol City Elementary School are committed to improving higher order thinking objectives that will promote life-long learners.

## CORE VALUES

### QUALITY OF EDUCATION

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

### REALIZED POTENTIAL

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

### COOPERATION AND RESPONSIBILITY

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

## *School Demographics*

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Carol City Elementary School is located at 4375 N.W. 173rd Drive in the City of Miami Gardens, Florida. The school was established in 1957. Carol City Elementary School serves 739 students from the adjacent neighborhood. Of the 739 students, 36 students participate in the Voluntary Prekindergarten/Title I Program. 19 students are served in the Prekindergarten Students With Disabilities Program. The 684 students in kindergarten through sixth grade include the following percentage of Students With Disabilities: 2.7 percent Educable Mentally Handicapped, .146 percent Emotionally Handicapped, 6.1 percent Specific Learning Disabled and .017 percent Gifted. English for Speakers of Other Languages comprise 6.7 percent of our student population. The ethnic/racial makeup of the student population is 77 percent black, 20.1 percent Hispanic, 1.9 percent white and 1 percent other. Eighty-five percent of the school population is receiving free lunch and 10 percent is receiving lunch at reduced cost. The mobility rate for the school is 36 percent.

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

Carol City Elementary School has formed partnerships, won honors and implemented programs that impact student achievement. Among those honors has been the selection of Carol City Elementary School to be a NASA (National Aeronautics and Space Administration) Explorer School. There are a Planetarium and a Star Lab on the school premises, and the AWS Weather Program is being implemented. This program provides interactive lessons correlated with the SSS (Sunshine State Standards) in science for all grade levels, and it enables students to do ongoing monitoring of local weather conditions and to communicate with schools nationwide to compare data. Carol City Elementary School has a partnership with Comcast Cable Communications, Inc.--a partnership that has encouraged parents, students, and staff to work together for the good of the school and of the community. In addition, Carol City Elementary School has received grants from Hewlett Packard which have allowed for the purchase of additional computers and the installation of Smart Boards to enhance technological means of impacting student achievement. Further, Carol City Elementary School's fourth graders have participated in the Carnival Kids Program --a program which partners students, Metro Zoo and Carnival Cruise Lines in order to encourage and promote environmental preservation.

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

Among the many fine teachers at Carol City Elementary School, there are two teachers who have earned National Board Certification, two teachers who are current candidates for National Board Certification, one teacher who has been named National SECME Teacher of the Year, and one teacher who was runner-up in that same category.

In addition, Carol City Elementary School has a representative teacher who traveled to Africa for an examination of educational issues on that continent as part of her participation in the Africa Sister School Partnership Program. A selected Fulbright Scholar from our school traveled to Japan and returned to share the Japanese culture with students and staff. Finally, another teacher was selected and trained as a Reading First Professional Developer who then trained teachers in other counties.

# *School Foundation*

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## ***Leadership:***

According to the Organizational Performance Improvement Snapshot, one area of concern indicates that faculty and staff feel they are not included often enough in the decision making process.

According to the Snapshot, the faculty and staff understand the school vision and mission, and feel that the work environment created by administration helps them do their jobs.

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

According to the Snapshot, faculty and staff feel that the goals and objectives of the school are clearly defined, and that there is participation in the development of those goals and objectives.

## ***Stakeholder Engagement:***

According to the Snapshot, faculty and staff know who their most important customers are and are allowed to make decisions to solve problems involving those customers. It indicates that there are open lines of communication between parents, administrators, teachers, and students.

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

According to the Snapshot, faculty and staff feel, overall, that they are working as a team.

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

According to the Snapshot, faculty and staff agree that data analysis helps them to understand the progress and needs of students and staff. Administration has shared data related to student achievement.

## ***Education Design:***

According to the Snapshot, the staff does not feel that the administration provides enough professional development to advance their careers.

## ***Performance Results:***

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



# *Additional Requirements*

Only for schools under state sanction

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

Carol City Elementary School employs 52 instructors. Of those, 32 hold Bachelor of Science degrees, 16 hold Master of Science degrees, 3 hold Specialist degrees, and one has a Doctorate degree. There are two National Board Certified instructors and two currently awaiting results for National Board Certification. One instructor was recognized as National SECME Teacher of the Year. Another instructor received recognition as runner up for National SECME Teacher of the Year. All instructors are working within their areas of certification.

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

The Administrative Team at Carol City Elementary School is composed of Mrs. Claudia J. Hessing, Principal, and Mr. David Hart, Assistant Principal.

Mrs. Hessing, a 2003 nominee for Principal of the Year, has consistently worked to bring programs to Carol City Elementary School in order to support and increase student academic achievement.

Mrs. Hessing's professional preparation includes a Bachelor of Science Degree in Specific Learning Disabilities and Mental Retardation from Barry University and a Master of Science Degree in Diagnostic Teaching from Florida International University as well as a Level 2 Certificate in Administration and Certification. She has served on numerous District Committees (including Superintendent's District Advisory Panel for Exceptional Student Education and Elementary School Schedule Committee). In addition, Mrs. Hessing has received many honors which attest to her commitment to education and to students. She is currently a member of the Dade Association of School Administrators and of the National Science Teachers Association as well as a facilitator for SECME (Science Engineering Communications Mathematics Enhancement) and for SEMAA (Science Engineering Mathematics Aerospace Academy). Her interest in science achievement is further attested to by her position as Team Leader for National Aeronautics Space and Administration (NASA) Explorer Schools.

Among Mrs. Hessing's accomplishments is the honor given to the school when it was named to the NASA Explorer Schools program and the commitment she has shown in expanding that program. Too, she has brought a partnership between Comcast and Carol City Elementary School that has resulted in impacting and increasing the community involvement in our school. In that same vein, Mrs. Hessing worked with teachers to establish a Star Lab on site.

Mrs. Hessing is constantly seeking ways to increase academic achievement and supporting the efforts of teachers as they, too, work toward that goal.

Mr. David Hart, a 1998 nominee for Teacher of the Year (Natural Bridge Elementary School), recognized as Who's Who Among Teachers (2002), and nominated for Assistant Principal of the Year for the 2004-2005 school year, has worked diligently with the principal to support and increase student academic achievement.

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

- Professional Assessment and Comprehensive Evaluation System (PACES)
- Analysis of student data to increase student achievement

- Student Performance Indicators (SPI)
- Academic Improvement Plans
- Individual Education Plans (IEP)
- Sunshine State Standards and Competency Based Curriculum (CBC)

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

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

### **• Teacher Mentoring:**

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

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

The Professional Growth Process will be facilitated by a Professional Growth team (PGT) in accordance with the following selection process: Annual Contract (AC) 1, 2, 3 teachers each year; Annual Contract (A4 and above) on a case by case basis; Professional Service Contracts (PSC) and Continuing Contract (CC) teachers not meeting standards.

The PGT will be composed of one colleague teacher selected by the teacher, a second colleague teacher selected by the principal, and an optional third colleague teacher by mutual agreement of the teacher and the principal.

### **• School Advisory Council:**

An ongoing needs assessment is used to determine those areas affecting student improvement which are to receive priority. That assessment identifies actions and strategies to enhance areas which have been determined to be in need of improvement. In addition to the needs assessment, the School Advisory Council examines the data and disaggregates that data in order to provide specific information including the performance of all sub-groups (their increase or decrease) including that of the lowest achieving 25 percent of the student population. EESAC members then develop and disseminate strategies which reflect the needs expressed by data and the assessment.

### **• Extended Learning Opportunities**

Carol City Elementary School continues to provide after school tutoring in reading, writing and mathematics through lessons organized to meet the needs of the students in attendance.

Additional support has been provided by the infusuion of an in-school tutorial program directed at children reading below grade level and staffed by retired Miami-Dade County Public School teachers.

• **School Wide Improvement Model**

Carol City Elementary School is implementing the 8-Step Continuous Improvement model in order to address the achievement gap between all subgroups, provide for continuous monitoring of student performance and to effect long-term sustainable improvements in all curricular areas--reading, mathematics, writing and science.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

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

**Needs Assessment**

An analysis of school data indicates that on the 2005 FCAT in Reading, 51 percent of all students in grades 3 through 6 met high standards; this was an increase of 15 percent over those students meeting high standards on the 2004 FCAT. In addition, 64 percent of students in grades 3-6 made learning gains, indicating a 10 percent increase over students making learning gains on the 2004 FCAT Reading Subtest. One subgroup did not meet adequate yearly progress on the 2005 FCAT in Reading--Students With Disabilities.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 48 percent scoring at level 3 or higher on the 2006 administration of the FCAT in reading.

Given instruction using the Sunshine State Standards, AYP subgroup students in grades 3 through 6 will improve their reading skills as evidenced by 48 percent of the students in the SWD sub-groups achieving a level 3 or above on the 2006 administration of the FCAT in reading.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer and monitor assessments aligned with the Sunshine State Standards each nine weeks so that the data collected is used to assess progress.	Administrators, Reading Coaches and Teachers	08/08/2005	05/24/2006
2. Promote and monitor sustained silent reading through Accelerated Reader	Media Specialist, Reading Coaches, Teachers	08/08/2005	05/24/2006
3. Implement a daily before school tutorial program and continue after school tutorial program three days a week.	Administrators, Teachers, Reading Coach	11/15/2005	05/01/2006
4. Provide training for new reading instruments such as DIBELS, Voyager, SRUSS, and Houghton Mifflin Reading Series.	Reading Coaches	08/08/2005	05/24/2006
5. Implement and monitor differentiated instruction through guided reading.	Reading Coaches, Teachers	08/08/2005	05/24/2006
6. Provide staff development by Reading Coaches, Regional Center Curriculum Support Specialists, and model Language Arts lessons supporting the District's Comprehensive Reading Research Plan.	Reading Coaches, and Regional Center Curriculum Support Specialists.	08/08/2005	05/24/2006

## **Research-Based Programs**

Houghton Mifflin Core Reading Program

FCAT Explorer

STAR

Read 180

Voyager Passport

Learning Today

Accelerated Reader

## **Professional Development**

Administrators and teachers will attend District/Regional Center staff development workshops including but not limited to Houghton Mifflin Core Reading Program, Electronic Gradebook, Student Performance Indicators (SPI), Guided Reading, Differentiated Instruction, etc. and share information with faculty and staff. In-service training will include training on the resources required for the implementation of the School Improvement Plan. Additional staff development will be provided based on teacher surveys, needs assessments, and analysis of data based on student assessments.

## **Evaluation**

FCAT scores from the 2006 administration will be analyzed and disaggregated for strategic planning for the 2006-2007 school year. Instructional calendars will be developed by grade level to emphasize strengths and weaknesses of reading benchmarks assessed to address the needs of each grade level. Classroom data will be presented to instructors for purpose of professional development and needs assessment for the 2006-2007 school year. Individual scores will also be analyzed to prepare all Level I and II students for intensive remediation and tutorial services.

## 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 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 type="checkbox"/>

**GOAL 2 STATEMENT:**

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

**Needs Assessment**

An analysis of the 2005 FCAT in Mathematics indicated that 45 percent of all students in grades 3 through 6 met high standards; this was an increase of 2 percent over those students meeting high standards on the 2004 FCAT. In addition, 62 percent of students in grades 3-6 made learning gains, indicating a 10 percent increase over students making learning gains on the 2004 FCAT Mathematics Subtest. Two subgroups did not meet Adequate Yearly Progress on the 2005 FCAT in Mathematics--African American students and Students With Disabilities.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, all students in grades 3 though 6 will improve their mathematics skills as evidenced by 50 percent of students achieving a level 3 or above on the 2006 FCAT in Mathematics.

Given instruction using the Sunshine State Standards, AYP subgroup students in grades 3 through 6 will improve their mathematics skills as evidenced by 50 percent of students in the African American group achieving a level 3 or above on the 2005 FCAT in Mathematics.

Given instruction using the Sunshine State Standards, AYP subgroup students in grades 3 through 6 will improve their mathematics skills as evidenced by 50 percent of students in the Students With Disabilities group achieving a level 3 or above on the 2006 FCAT in Mathematics.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer District and School assessments aligned with the Sunshine State Standards to monitor and adjust curriculum as needed.	Administration/Teachers	08/05/2005	05/24/06
Conduct bi-monthly grade level administrative meetings to discuss, and if necessary, realign instructional calendar.	Administration/grade level instructors	08/08/2005	5/24/2006
Provide staff development by administration and Regional Support Specialists.	Administrators and Regional Center Support Specialists	08/08/05	05/24/06
Implement the Eight step Continuous Improvement Model to analyze and diasggregate student data.	Administration/Instructors	08/08/2005	05/24/2006
Integrate science and mathematics curriculum to maximize the often disciplinary nature of these two subjects.	Administrators/Teachers	08/08/05	05/24/06
Provide opportunities for students to work cooperatively using manipulatives and problem solving techniques in order to develop higher order thinking skills.	Administrators/Teachers	08/08/05	05/24/06



## **Research-Based Programs**

Harcourt Mathematics Series, 2005 is currently being used

Riverdeep

Assess2Learn

FCAT Explorer

Learning Today

## **Professional Development**

Administrators and teachers will attend District/Regional Center staff development workshops including but not limited to Riverdeep, Student Performance Indicators (SPI), FCAT Explorer, etc. and share information with faculty and staff. In-service training will include training on the resources required for the implementation of the School Improvement Plan. Additional staff development will be provided based on teacher surveys, needs assessments, and analysis of data based on student assessments.

## **Evaluation**

FCAT scores from the 2006 administration will be analyzed and disaggregated to determine if 50 percent of all students tested achieved a Level 3 or higher, specifically the Subgroups of African Americans and Students With Disabilities (SWD). Strategic planning for the 2006-2007 school year will include instructional calendars developed by individual grade levels to emphasize strengths and weaknesses of mathematic strands. Classroom data will be presented to instructors for the purpose of professional development and needs assessments for the 2006-2007 school year. Individual scores will also be analyzed to prepare all Level I and II students for intensive remediation and tutorial services.

## 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 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 type="checkbox"/>

### **GOAL 3 STATEMENT:**

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

### **Needs Assessment**

Seventy-seven percent of students tested in grade 4 met high standards in writing on the 2005 administration of the FCAT Writes.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills by eighty percent (80%) meeting high standards on the 2006 FCAT in writing.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement an instructional program that models narrative and expository writing.	Administration and Teachers	08/08/2005	05/24/2006
2. Incorporate classroom journal writing to provide additional daily writing opportunities	Administration and Teachers	08/08/2005	05/24/2006
3. Implement writing across the curriculum.	Administration and Teachers	08/08/2005	05/24/2006
4. Develop a Writing Fair across all content areas to celebrate student writers.	Reading Coaches, Regional Center Curriculum Support Specialists, Administrators and Teachers	10/24/2005	4/21/2006
5. Develop expanded and interactive word walls to enrich the writing process.	Administration and Teachers	08/08/2005	05/24/2006
6. Expose children to examples of effective literary devices through the use of teacher read-alouds.	Administration and Teachers	08/08/2005	05/24/2006

### Research-Based Programs

Comprehensive Reading Research Plan

### Professional Development

On-going professional development provided by District, Regional Center Curriculum Support that include but are not limited to Holistic Scoring, Grammar and Language Mechanics, Descriptive Writing Techniques, Expanded Vocabulary, etc.

### Evaluation

This objective will be evaluated by scores on the 2006 FCAT in Writing. District Pre-Writing results will be examined in order to align instruction to effective strategies.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 4 STATEMENT:**

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

***Needs Assessment***

Results of the 2005 FCAT Science scores have established that Carol City Elementary School's fifth grade students scored a mean scale score of 257 in comparison to the District's mean scale score of 266. This comparison establishes that our fifth grade students scored below the mean scale score of the District. Hence, continued and intense focus must be placed in the area of Science to further develop the Science skills of the fifth grade students.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their Science skills as evidenced by matching or exceeding the District's mean scale score or by increasing the school's mean scale score by 5 percent, on the 2006 administration of the FCAT in Science.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue to follow the weekly District Scope and Sequence with scheduled assessments that include identification of skills to be taught, along with available science resources to ensure that all Sunshine State Standards being tested and are thoroughly being taught prior to the 2006 test date.	Administration and Teachers	08/08/05	05/24/06
2. Evaluate students' achievements and progress through assessments and adjust instruction as needed following weekly grade level meetings.	Administration and Teachers	08/08/05	05/24/06
3. Provide instruction of Science Engineering Communication Mathematics Enhancement (SECME) Program for students to reinforce and enhance objectives which are in alignment with the Sunshine State Standards.	Administration and Sixth Grade Science Teacher	08/08/05	05/24/06
4. Continue partnership with the National Aeronautics and Space Administration (NASA) as an identified "NASA Explorer School," which will provide integration of numerous and intense curricula in alignment with the Sunshine State Standards.	Administration and Teachers	08/08/05	05/24/06
5. Continue to incorporate science skills into the reading program to ensure that both standards are being met.	Administration and Teachers	08/08/05	05/24/06
6. Integrate science with mathematics to enable students to examine the practical applications of how these subjects are related.	Administration and Teachers	08/08/05	05/24/06
7. Incorporate science themes in daily journal and other writing assignments.	Administration and Teachers	08/08/05	05/24/06
8. Continue to attend science workshops that will enhance and provide strategies that reinforce instruction of the Sunshine State Standards.	Administration and Teachers	08/08/05	05/24/06

## **Research-Based Programs**

Harcourt Science Series 2000 edition.

## **Professional Development**

1. Teachers will continue to enhance their education through Science workshops that are offered through the District and Regional Center. These workshops will enforce strategies that are needed to further develop the Science skills of the students at all grade levels.
2. School based in-service trainings will be provided for all instructional staff. These inservices will incorporate strategies to integrate Science and Math and Science and Reading.
3. Instructors will receive training in the use of the STAR Lab, Weather Net, and Space Explorers (all of which are technology based resources).
4. Selected instructors will receive training on the use of the Smart Boards (provided by Southern Business) to enhance computer based instruction in the area of Science.

## **Evaluation**

The results of the 2006 Science FCAT administration will determine if our students matched or exceeded the District's mean scale score or if we increased our school's mean scale score by 5 percent as compared to last year.

## 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.)

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

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

**GOAL 5 STATEMENT:**

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

***Needs Assessment***

In an effort to increase parental involvement, a variety of opportunities were offered for all parents. The collaboration of the Educational Excellence Advisory Council (EESAC) along with the school PTA has been enlisted to maximize this goal. According to Title I Parent Involvement data, there was an average of fifty-five (55) percent parent participation for school events including but not limited to Science Engineering Communications Mathematics Enhancement (SECME), Parent Cafe, Future Educators of America, Africa Sister School Alliance, Parent Academy, and 5000 Role Models of Excellence.

## Measurable Objective

Given emphasis on parental involvement, the percent of parent participation in school activities will increase by five percent (5%) when compared to the data from the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue to invite parents to attend workshops in reading, writing, math, and science with the incentive of equipping them with FCAT strategies to ensure their child (ren)'s success in school.	Administration	08/08/05	05/24/06
2. Continue grade level "Parent Nights" to explain grade level expectations, Sunshine State Standards and allowing time for question/answer periods.	Administration and Teachers	08/08/05	05/24/06
3. Continue "Open House".	Administration and Teachers	08/08/05	05/24/06
4. Post monthly school activities and conferences for parents within the school's message showcase, and distribute upcoming school events and district newsletters.	Administration	08/08/05	05/24/06
5. Utilize our "Community Involvement Specialist" to promote parent involvement.	Community Involvement Specialist	08/08/05	05/24/06
6. Continue the implementation of SECME activities and events.	Administration and Sixth Grade Teachers	08/08/05	05/24/06
7. Continue the implementation of Parent Cafe activities and events.	Administration and Select Teachers	08/08/05	05/24/06
8. Continue the implementation of FEA activities and events.	Administration and Select Teachers	08/08/05	05/24/06
9. Continue the implementation of the Africa Sister School Alliance activities and events.	Administration and Select Teachers	08/08/05	05/24/06
10. Continue the implementation of the Parent Academy activities and events.	Administration and Community Involvement Specialist	08/08/05	05/24/06
11. Continue the implementation of the 5000 Role Models program.	Administration and 5000 Role Models Site Director	08/08/05	05/24/06

### Research-Based Programs

Passport to Success



## **Professional Development**

Workshops will be offered to staff on:

- \* Encouraging positive parenting skills
- \* Enhancing communication with families
- \* Enhancing learning at home

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

## **Evaluation**

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

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

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

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

**GOAL 6 STATEMENT:**

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

**Needs Assessment**

Due to recent acts of violence throughout the District and country, it is evident that initiatives and procedures are implemented to ensure all students, faculty and staff are safe on a daily basis. Programs need to be established to address the needs of the school and community as it relates to discipline and safety.

## Measurable Objective

Given "Critical Incident Response" activities from the District, one hundred percent (100%) school-wide compliance will be evident as outlined in procedures for "Promoting and Maintaining a Safe Learning Environment." Evidence of this will be documented through record-keeping logs of fire drills, lockdown drills, staff training, etc.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct two (2) lockdown drills	Administration	8/8/2005	5/24/2006
Conduct ten (10) fire drills.	Administration/Fire Safety team	8/8/2005	5/24/2006
Develop an "Emergency Plans for Disruption Manual"	Administration	8/8/2005	5/24/2006
Train staff on Critical Incident Response Scenarios.	Administration	10/25/2005	1/10/2006
Monitor E-mail for School Police updates as it relates to Emergency Preparedness/Heightened Homeland Security	Administration	8/8/2005	5/24/2006
Implement Walk to School Program.	Teachers	10/05/05	05/24/06
Implement the use of Stranger Safety Program's "My Very Own Book About Me" in third grade.	Third Grade Teachers	12/01/05	05/24/06

## Research-Based Programs

Walk-Safe Program

5000 Role Models Program

My Very Own Book About Me

## **Professional Development**

Workshops will be offered to staff on:

- \* Effective classroom discipline procedures
- \* Effective parent communication
- \* Critical Incident Response Plan
- \* Lockdown Procedures
- \* Incidents involving bomb threats, severe weather, shooting/stabbing, medical emergency, etc.

## **Evaluation**

All record keeping logs from lockdown, fire, and tornado drills will be reviewed for accuracy and 100 percent completion. All attendance logs from faculty trainings will be compiled and compared with last year.

## 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.)

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

### ***GOAL 7 STATEMENT:***

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

### ***Needs Assessment***

After analyzing the faculty needs survey, the data showed that 50 percent of the faculty was in need of updated technological equipment in order to effectively retrieve student achievement data and utilize the electronic grade book. Additional professional development is also necessary to ensure effective use of all technological equipment and programs.

## Measurable Objective

Given emphasis on faculty/staff knowledge of technology while creating and participating in learning communities, the percent of technology awareness will increase by five percent (5%) for the 2005-2006 school year, as evidenced in comparison with the Beginning/End-of-Year Technology Needs Survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Training for the faculty will be trained on the usage of the electronic grade book.	Administration/District	08/05/2005	05/06/2006
2. Provide on-going assistance to new teachers by mentoring teachers for SPI.	Administration/Mentoring Teacher	08/05/2005	05/06/2006
3. Provide on-going assistance to new teachers by mentoring teachers for AIP.	Administration/Mentoring Teacher	08/08/2005	05/06/2006
4. Utilize Space Explorers to gain greater knowledge of district, state, and national science standards.	Administration and Teachers	08/08/05	05/24/06
5. Implement use of the electronic gradebook in all classrooms.	Administrators/Teachers	08/08/05	05/24/06
6. Improve student achievement and engage faculty through the innovative implementation of mobile technology in the classroom.	Administration and Teachers	08/08/05	05/24/06

### Research-Based Programs

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

Read 180  
 Learning Today  
 Space Explorers  
 Riverdeep  
 FCAT Explorer  
 Voyager Passport

## **Professional Development**

Faculty will be trained in using the electronic grade book.

Faculty will be trained on completing the Academic Improvement Plan (AIP) on the computer.

Faculty will be trained on completing Individual Education Plan (IEP) on the computer.

## **Evaluation**

After analyzing an end of the year faculty technology needs survey, technological awareness will have increased by 5 percent for the 2005-2006 school year and a determination can be made of additional strategies that may be implemented to facilitate the faculty's technology knowledge.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

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

**GOAL 8 STATEMENT:**

Carol City Elementary School will improve the overall health and physical fitness of students.

**Needs Assessment**

A disaggregation of the 2003-2004 and the 2004-2005 District Physical FITNESSGRAM Program data has proven that students from Carol City Elementary School have increased the percentage of "Gold" members from 31% in 2003-2004 school year to 36% in 2004-2005 school year.



## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of students who achieve "gold" status in the FITNESSGRAM Program will increase from 36 percent achievement in 2005 to 40 percent achievement in 2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer a physical fitness pre-test	Physical Education Instructors	08/08/05	05/24/06
2. Dedicate an appropriate amount of instructional time to fitness related activities.	Physical Education Instructors	08/08/05	05/24/06
3. Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administration	08/08/05	05/24/06
4. Develop an action plan for to ensure input from the department in meet the goals and objectives as stated.	Physical Education Instructors	08/08/05	05/24/06
5. Increase cardiovascular awareness through various physical fitness activities.	Physical Education Instructors	08/08/05	05/24/06
6. Decrease the number of referrals through additional learning activities related to good sportmanship and fair play.	Administration/Physical Education Instructors	08/08/05	05/24/06

## Research-Based Programs

District FITNESSGRAM Program

Walksafe Program

## Professional Development

Professional development will be provided by the district as needed.

## Evaluation

The results of the administration of the 2006 FITNESSGRAM Program will be analyzed and evaluated by a 4 percent increase in order to determine future needs in the area of physical education.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 9 STATEMENT:***

To extend art appreciation, an after school program will be initiated in which students will participate in art related activities and projects within the school and community.

### ***Needs Assessment***

After analyzing the number of students participating in school and community art projects during the after school program, data has shown that student participation in activities related to the arts has declined due to the increased emphasis on reading, mathematics, writing and science after school tutoring programs.

## Measurable Objective

Given the opportunity to participate in art related projects within Carol City Elementary School and in the community, the number of students participating in an after school program will increase as evidenced by comparing participation logs of 2005 to those of 2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Initiate an incentive program for students to be acknowledged for their participation and products in an after school art appreciation program.	Administration and Art Teacher	08/08/2005	05/24/2006
2. Display student artwork in prominent areas in the main office and media center for community viewing and appreciation.	Administration and Art Teacher	10/17/05	5/24/2006

## Research-Based Programs

CBC

## Professional Development

Art teacher will be given the opportunity to attend staff development workshops provided by District, community cultural centers, and/or colleges and universities.

## Evaluation

Participation logs from 2005 and 2006 after school art appreciation program will be analyzed to determine if the number of students engaged in art activities and projects has increased.

## 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.)

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

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

***GOAL 10 STATEMENT:***

Carol City Elementary School will rank at or above the 12th percentile statewide in the ROI index of value in cost effectiveness of its program.

***Needs Assessment***

The most recent data supplied by the FLDOE indicate that in 2003, Carol City Elementary School ranked in the 9th percentile on the State of Florida ROI index.

## Measurable Objective

Carol City Elementary School will improve its ranking on the State of Florida ROI index publication from the 9th percentile in 2003 to the 12th percentile on the next publication.

### Action Steps

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

### Research-Based Programs

Voyager Passport

Read 180

Riverdeep

Accelerated Reader

Houghton Hifflin Core Reading Program

FCAT Explorer

STAR

Read 180

Harcourt Math Series 2005

Assess2Learn

## **Professional Development**

Reading coaches will provide tutors with in-house staff development for the adherence to the scope and sequence of the tutorial program, the use of the Voyager Passport and the ability to interpret the student testing data.

## **Evaluation**

On the next State of Florida ROI index publication, Carol City Elementary School will show progress towards reaching the 12th percentile.

## *EESAC Compliance*

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

### ***Budget:***

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

Science Studies Weekly (3rd grade)  
 Science Studies Weekly and Florida Studies Weekly (4th grade)  
 USA Studies Weekly and Science Studies Weekly (5th grade)  
 World Geography and Science Studies Weekly (6th grade)

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

EESAC is also purchasing the Science Weekly (3-6) to promote the integration of science and reading schoolwide.

Matching funds had been allocated for the Media Program. Expenditures of funds were utilized in order to purchase additional Accelerated Reader materials and periodicals.

### ***Training:***

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

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

The E.E.S.A.C. recommends the continued purchase of researched-based materials such as Science Studies Weekly, Florida Studies Weekly and World Geography to promote the integration of reading through content area instruction.

### ***Technology:***

The E.E.S.A.C. continues to target strategies that will enhance student and staff technological skills. Furthermore, the implementation of the Hewlett-Packard Technology for Leadership Grant which provides the use of fifteen (15) wireless notebooks is recommended for continued technology instruction. E.E.S.A.C. also recommends the establishment of learning communities to support student success and engage faculty through innovative implementation of mobile technology.

***Staffing:***

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

***Student Support Services:***

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

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

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

***Benchmarking:***

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

***School Safety & Discipline:***

The E.E.S.A.C has recommended that we implement the Walk To School Program, Safety Patrol Program, My Very Own Book About Me



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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*