
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6051 - Carol City Middle School

FeederPattern: Miami Carol City Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Mark Soffian

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Carol City Middle School

At Carol City Middle School our new beginnings in 2005-2006 come with new possibilities. The possibilities expand when everyone feels included and contributes to the common goal of high academic achievement. We believe as educators, we cannot settle for less, we cannot allow excuses, and we certainly cannot accept failure from our students. We must give nothing less than what we would expect if our own children or children we care for attended this school. It is these principles that led our faculty and staff to create the high standards that will be presented in our School Improvement Plan.

At Carol City Middle School we offer several educational programs. We have gifted and advanced classes in 6th through 8th grade. Students can take Earth Space Science for high school credit. A 6th grade achievement academy was created to make the transition from elementary to middle school successful. Students at Carol City Middle School can choose from a variety of enrichment programs including All Stars Tutoring Program, SECME, and Gator Trax.

Additionally, in creating our goals and objectives we will give new thought and instill new practices to the teaching-learning dynamics. We cannot continue to do the things that don't work and must share the things that do. We truly believe that all children can be successful. The following objectives have been set by Carol City Middle School to achieve academic excellence:

Given instruction based on the Sunshine State Standards, all students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, all students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, African-American students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, 8th grade students at Carol City Middle School will improve their writing skills as evidenced by 84 percent meeting high standards on the 2006 administration of the FCAT Writing Plus test.

Given instruction based on the Sunshine State Standards, 8th grade students at Carol City Middle School will improve their science skills as evidenced by an increase of 20 mean scale points.

Given the implementation of the parent academy and providing relevant in-services with substantial notice, parental involvement will increase by 10 percent as evidenced by the parent sign-in sheets.

Given the implementation of the Positive Behavioral System, the number of outdoor suspensions will decrease by ten percent as evidenced by the suspension rate for the 2005-2006 school year.

Given professional development, 100 percent of the teachers at Carol City Middle School will utilize the electronic grade book program as the primary method of recording student grades and attendance as evidenced by weekly grade and daily attendance reporting.

Given the implementation of Sunshine State Standards, Carol City Middle School will achieve an annual increase of 3 percent award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Given instruction based on the Sunshine State Standards, students participating in elective courses will increase participation in school, district, and state contests by 10 percent.

Carol City Middle School will improve its ranking on the State of Florida ROI index publication from the 21 percentile in 2003 to the 24th percentile on the next publication of the index.

Based on the self-assessment survey, Process Management and Business Results are the two areas that will be given priority this school year. In Process Management, the faculty did not feel they had the resources to do their jobs. This area will be addressed through the departments in the form of a needs assessment. In the Business Results section, the faculty did not know how the school was doing financially. A budget workshop will be held during an EESAC meeting to explain and address any questions regarding the school's financial standing. Additionally, departments will create an expenditure plan, based on the budget, to purchase resources.

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.

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School Demographics

Carol City Middle School is located in a culturally diverse, urban community in Miami Gardens that is comprised primarily of low and middle-income families. Carol City Middle School has an enrollment of approximately 1,025 students. The school's district population reflects the ethnic composition of the community: 86 percent African American, 12 percent Hispanic, 1 percent White and 1 percent Multi-Ethnic. Of these students, approximately 42 percent receive free and reduced lunch. Carol City Middle School services 12 Limited English Proficiency students and 108 students with disabilities.

Our school employs 61 full-time instructional staff members, five paraprofessionals, four full-time security guards, one part-time security guard, one Community Involvement Specialist, and seven clerical staff. The demographic breakdown of our faculty is as follows: 34 males and 74 females; 14 percent of our staff is White, 62 percent is African American, 17 percent is Hispanic and 4 percent are Multi-Ethnic.

Some of the challenges we face are referrals to alternative education programs, suspensions exceed the district average, poor attendance, and the matriculation rate falls below the district average. While corporate franchises exist in the community at large, the immediate business community consists primarily of small, independently owned businesses.

Built in 1959, Carol City Middle School has undergone facility renovations during the last seven years. A new addition was completed this year which supported eleven classrooms. The new wing houses our 6th Grade Academy. The student drop off, basketball courts, and teacher parking areas are currently under construction.

The Florida Department of Education (FDOE) graded Carol City Middle School as a "D" school for the 2005 school year. We have been rated a "D" school 5 out of 6 years. Our FCAT composite scores were the lowest in the county among middle schools. Previously we had improved to a "C" school.

Our curriculum and instructional methodology adheres to the Florida Sunshine State Standards, Competency-Based Curriculum and Grade Level Expectations. An instructional calendar was developed to address specific weaknesses and unify instruction across subject areas.

School Foundation

Leadership:

Carol City Middle School is moving in a completely different direction this year, up. Results from the Organizational Performance Improvement Snapshot assessment indicated that Leadership was the highest ranked category with an average score of 4.4. This score was achieved through communication with all of the stakeholders. The principal created a needs assessment at the end of last year to determine strengths and weaknesses. Discipline was the top concern. The Positive Behavioral System (PBS) was implemented with strict guidelines for uniform violations and tardies. Any person willing to contribute to the overall vision/mission of the school is given an opportunity to be successful. Teacher recognition is a daily occurrence at Carol City Middle School. Instructors' needs are given a top priority to ensure that our educators have all of the resources necessary to teach our students.

District Strategic Planning Alignment:

Results from the Organizational Performance Improvement Snapshot assessment indicated that faculty members believed that the school and district's strategic plan was frequently explained as indicated by an average score of 4.1. The faculty at Carol City Middle School helped set the goals and objectives related to its mission and beliefs. Test scores, survey results and other critical information were presented to the Instructional Leadership Team (ILT). The information was then presented to the individual departments. At the department meetings, the specific goals were set along with the strategies to meet the goals.

Stakeholder Engagement:

Results from the Organizational Performance Improvement Snapshot assessment indicated that faculty members believed that Carol City Middle School focused on our customers as evidenced by an average score of 4.2. Faculty members thought that our school keeps in touch and receives feedback from our customers. Additionally, faculty members are allowed to make decisions that impact our customers.

Faculty & Staff:

At Carol City Middle School we strongly believe there is nothing we cannot accomplish if we remain committed to the cause and supportive of each other. The team approach was evident in the overall positive results, 4.1 average, from the Organizational Performance Improvement Snapshot assessment.

The team approach was also evident in the implementation of the Positive Behavioral System (PBS). A committee of 30 teachers volunteered to be part of PBS. The PBS committee shaped the goals and expectations for the school. Once the PBS system was in place, the grade level teams play a key role in maintaining our high behavioral and academic standards. Teams meet daily to discuss issues such as academic and behavioral strategies, student recognition, and parental involvement. It is through these discussions that change begins.

The Instructional Leadership Team (ILT) also plays a key role in the overall function of the school. All of the key personnel in the school collaborate to set goals and implement strategies that will lead to improved academic achievement. From the ILT meetings, departments meet to finalize strategies and discuss issues that can help improve academic achievement. The instructional calendars for each department were developed as a team.

Faculty members are also encouraged to provide and lead staff development. Two days a month are reserved for professional development, which are conducted by a variety of faculty members. If we are true to collaborating, we cannot help but celebrate our success at the year's end.

Data/Information/Knowledge Management:

Data is a key component of the Plan Do Study Act Continuous Improvement Model. Faculty members receive professional development to analyze students' data from Student Performance Indicators. Instruction is modified to meet the individual needs of students through differentiated instruction. Additionally, bi-weekly assessments are given through Edusoft to further determine students' progress. Administrators have access to student data and are able to determine progress toward meeting our goals and objectives. The electronic gradebook program will allow administrators to review grades and assignments to determine progress toward meeting our school goals. Ongoing assessments help to verify proficiency and learning while providing the means to differentiate instruction. As a result of the school-wide efforts in data management, this category had the second highest rating of 4.3 on the Organizational Performance Improvement Snapshot assessment.

Education Design:

Carol City Middle School implements The Plan Do Study Act Continuous Improvement Model. The initial step is to acquire and interpret data from a variety of sources and disaggregate the data into user friendly categories. Once the initial step is completed, a timeline is created that encompasses all of the Sunshine State Standards in conjunction with Miami Dade County Public Schools' testing calendar. The focus is on instruction; teachers create and deliver lessons that support the timeline created. The next step is to administer bi-weekly assessments and analyze the data to determine areas of strength and/or weaknesses. We provide students with enrichment and tutorial programs to remediate deficiencies. After students are remediated, teachers maintain skills learned by reviewing lessons. The final step is to monitor the implementation throughout the entire process and make any necessary adjustments. Although there have been some positive results regarding our process management, it was rated 4.0 on the Organizational Performance Improvement Snapshot assessment. The faculty members biggest area of concern was access to resources to complete their jobs.

Carol City Middle School is committed to offer more advanced courses and increase the number of students referred to the gifted program. Teachers will identify students who are excelling in their classes. Test scores will be analyzed to find potential candidates for advanced/gifted classes. A more rigorous curriculum will be offered to allow students to earn high school credits.

Performance Results:

The process of involving all of the stakeholders in school reform has shown immediate impact. Student attendance has improved and the number of suspensions has decreased from last year. Uniform compliance is approximately 90 percent and the percentage of students tardy to school has dropped from 10 percent to 5 percent.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Carol City Middle School employs several strategies to attract and retain highly qualified teachers. A relationship was forged between the local universities and our school. Student teachers observe and complete their internships at Carol City Middle School; this allows us to observe and possibly hire an intern. Job openings are posted at the local universities to help fill vacant positions. Every year we participate in the career fair hosted by the district. We have hired many teachers through the annual career fair.

To retain a highly qualified staff, professional development is essential. Working with the Teacher Education Center representative, faculty members receive updates on professional development activities. In-services are planned by assessing teacher needs. Additionally, all faculty members are encouraged and given the opportunity to experience new challenges throughout the school year. A teacher-mentoring program is implemented for our beginning teachers.

• Highly Qualified, Certified Administrators:

The principal, Dr. Mark Soffian, also known as the chief instructional leader has been an educator for 25 years in Miami-Dade County Public Schools. Of those years, he has 17 years of experience as a school administrator in which he has been involved in working with students from inner-city type schools. He received his Masters from Indiana State University in Physical Education and a Doctorate from Nova Southeastern in Educational Leadership. Additionally, he has studied in the summer of 2005 at the Principals' Center at the Harvard Graduate School of Education. Dr. Soffian has taken extraordinary steps in his short tenure at Carol City Middle to cultivate a positive school climate by stressing student accountability, increasing parental involvement, focusing on data driven instruction and building the utmost capacity for teachers in order to excel in their craft which will promote increased student achievement.

Assistant Principal, Mr. Louis Allen Jr., has been working for Miami Dade County Public Schools for 31 years. His degrees are as follows: a Bachelor's Degree in Business Administration, a Masters Degree in Educational Leadership / Administration and Supervision. In addition, Mr. Allen is presently completing a Doctorate Degree in Educational Leadership at Florida International University. He has served as an administrator, both principal and assistant principal for 18 years, and as a teacher for 13 years. For 5 years Mr. Allen was hired as an assistant principal position at a high school. Furthermore, he served nine years as a principal in low performing middle and senior high schools. In 1999, he was awarded Principal of the Year for Regional Center IV. His selection was based on school development/student achievement at Miami Jackson Sr. High. Additionally, he has served on numerous educational / professional committees and boards, both local and state-wide.

Assistant Principal, Dr. Sanchez, has been making a positive impact in the lives of children for 11 years. Dr. Sanchez started his career teaching students labeled severely emotionally disturbed (SED). While Dr. Sanchez was teaching, he earned a masters degree in special education and a PhD in administration. After serving as a teacher for seven years and program specialist for one year, Dr. Sanchez became the assistant principal in charge of curriculum at Carol City Middle School. As the curriculum leader for the past two years, Dr. Sanchez has helped create a scope and sequence for the mathematics, language arts, reading, science, and social studies departments. He is also responsible for analyzing testing data, creating the School Improvement Plan, supervising the language arts, reading, and ESOL departments, and after-school tutorial programs. Dr. Sanchez works closely with department chairs and counselors to ensure that students are receiving the individualized instruction necessary to meet their academic needs. He has served on the assistant principal's leadership team and was the co-chairperson for the Carol City Senior

High feeder pattern committee. Dr. Sanchez's knowledge, motivation, and communication skills have helped lead Carol City Middle School to consistent academic improvement.

• Teacher Mentoring:

At Carol City Middle School, professional growth is viewed as a process for enhancing the essential skills to effective teaching and learning. Annual contract teachers (AC) and teachers identified by the principal as needing assistance are mentored through a professional growth team (PGT). The professional growth team consists of two colleague teachers; the principal chooses one and the annual contract teacher chooses the second. Colleague teachers must have a continuing contract or professional service contract or be certified by the National Board of Professional Teaching Standards and must currently meet all Miami-Dade County Public School annual evaluation standards. The procedures for the mentoring program are as follows:

1. After the written plan is reviewed by each Professional Growth Team member, the team meets to discuss the written document and to prepare for a pre-observation meeting with the AC teacher.
2. Attend Team Feedback/Collaborative Meeting with the AC teacher regarding the written plan.
3. Each Professional Growth Team member observes teaching and learning in the classroom.
4. Each Professional Growth Team member completes a Professional Growth Discussion Guide in preparation for the team meeting.
5. Professional Growth Team members meet to discuss their observations and to establish priorities to be discussed with the AC teacher. The focus of the Professional Growth Process is on teaching practices designed to promote student learning.
6. Each Professional Growth Team member provides feedback and suggestions for professional development activities at the Post-Observation Team Feedback/Collaborative Meeting held with the teacher. Professional Growth Discussion Guides and summary notes, as needed, are given to the teacher to be incorporated into the Professional Growth Plan.

• School Advisory Council:

The School Advisory Council meetings are held on a monthly basis to provide assistance and make recommendations for preparations and implementation of the School Improvement Plan. The School Advisory Council is allotted a budget of \$10 per student. In the past, this money has been allocated to purchase reading materials for students, new hardware and software to support academic instruction, and rewards for student accomplishments. With members from the school, community, and student body, the School Advisory Committee is a well-balanced group that has and will continue to provide valuable leadership.

• Extended Learning Opportunities

Students at Carol City Middle School have a variety of remedial and enrichment programs available to them throughout the school year. During school, students who are reading below a third grade level receive intensive reading instruction. All students who score a Level 1 or 2 on the Reading portion of the FCAT are enrolled in a reading class. Limited English Proficient (LEP) students have a tutorial program scheduled within the school day. A teacher is allocated a period to assist LEP students with language difficulties in their content area courses.

Another strategy Carol City Middle School utilizes to maintain a high academic standard and insure that all students make annual

learning gains, is after-school tutorial programs. Students are placed in after-school programs based on deficiencies in specific Sunshine State Standards; these deficiencies are measured throughout the school year. Once students have shown an acceptable level of proficiency in a specific Sunshine State Standard, they can attend the enrichment program. The after-school program is available to standard curriculum students and students with disabilities. A Saturday tutoring program will also be established to provide both remediation and enrichment to targeted students. The availability and criteria for attending summer school is established by Miami-Dade County Public Schools. Summer school is typically offered to students in danger of being retained in specific grade levels.

• School Wide Improvement Model

Carol City Middle School implements The Plan Do Study Act Continuous Improvement Model. The initial step is to plan or set our goals and objectives. The plan is then implemented. Assessments are conducted to determine if adequate progress is being made toward our goals and objectives. Finally, adjustments to instructional strategies are made to meet our goals and objectives.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will improve their reading skills as evidenced by the 2006 administration of the FCAT reading test.

Needs Assessment

An overall analysis of the data indicates that approximately 21 percent of the tested students in 2004-2005 achieved a high standard on the Reading portion of the FCAT, 52 percent made annual learning gains, and 72 percent of the lowest 25 percent in the school made adequate yearly progress. A detailed analysis of the reading scores on the 2004-2005 administration of the FCAT revealed that 6th-8th grade students were weakest in compare and contrast and main idea/author's purpose as compared to district and state averages. Words and phrases was a relative area of strength for students at Carol City Middle School. Particular attention needs to be focused on sixth grade students who answered less than half of the questions correctly in each of the reading clusters tested on the FCAT.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, all students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Place students reading below a third grade level in an Intensive Reading Plus class and Intensive Language Arts.	Reading Coaches Administrators	8/8/2005	5/26/2006
Create a scope and sequence in reading to improve the academic achievement of African-American, Hispanic, students with disabilities and economically disadvantaged students.	Reading Coaches Administrative Staff	8/8/2005	5/26/2006
Utilize a variety of CRISS strategies to improve the reading skills of African-American, Hispanic, economically disadvantaged, and students with disabilities.	Administrative Staff Reading Department	8/8/2005	5/26/2006
Provide each classroom with a class library containing a variety of reading materials at different levels for African-American, Hispanic, economically disadvantaged, and students with disabilities.	Administrative Staff Reading Coaches	8/8/2005	5/26/2006

Implement the Plan Do Study Act Continuous Improvement Model to increase academic achievement in reading for African-American, Hispanic, economically disadvantaged, and students with disabilities.	Administrative Staff Reading Coaches Reading Department	8/8/2005	5/26/2006
Implement data driven instruction for African-American, Hispanic, students with disabilities and economically disadvantaged students based on bi-weekly assessments.	Reading Coaches Reading Department Administrative Staff	8/8/2005	5/26/2006
Implement the Accelerated Reader program, with incentives, to motivate African-American, Hispanic, students with disabilities and economically disadvantaged students to read.	Media Specialist Administrative Staff	8/8/2005	5/26/2006
Implement a thirty minute independent reading block using the Reading Rocks Program for African-American, Hispanic, students with disabilities and economically disadvantaged students.	Administrative Staff Reading Coaches All Teachers	8/8/2005	5/26/2006
Implement a Saturday tutoring program for remediation and enrichment of African-American, Hispanic, students with disabilities and economically disadvantaged students. Tutoring will be held on Saturday for 3 months. Students will be pre and post-tested on reading clusters.	Administrative Staff	11/28/2005	1/30/2006

Research-Based Programs

1. Elements of Literature, is the state adopted textbook used to address reading skills in Language Arts classes. The Elements of Literature series provides a diverse collection of poems, short stories, and non-fiction to develop a sharp focus on reading and writing skills.
2. Bridges to Literature is a state adopted textbook that is a transitional reading program which uses engaging literature selections, combined with strategies and skills instruction, to help less proficient readers prepare to read literature on-grade level.
3. The Read 180 program is utilized with students reading below a third grade level.
4. CRISS Strategies.
5. Continuous Improvement Model.

Professional Development

1. Reciprocal Teaching
2. CRISS Strategies
3. Student Performance Indicators
4. Edusoft Training
5. Data Driven Decision Making
6. Differentiated Instruction

Evaluation

The Reading portion of the FCAT will be used as the final data to determine if 44 percent of our students achieved high standards in reading. In addition to the FCAT ,bi-weekly quizzes will be administered to measure progress toward our reading objective. The results of the bi-weekly quizzes will be disaggregated to analyze the performance by teacher, class, student and specific benchmarks. Once the data is disaggregated, teachers will target and remediate specific weaknesses. A summative evaluation will be covered to verify the merits of the research-based instructional programs and strategies.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 2 STATEMENT:

All students will improve their mathematics skills as evidenced by the 2006 administration of the FCAT mathematics test.

Needs Assessment

An overall analysis of the data indicates that approximately 23 percent of the tested students in 2004-2005 achieved a high standard on the mathematics portion of the FCAT and 52 percent made annual learning gains. A detailed analysis of the mathematics scores on the 2004-2005 administration of the FCAT revealed 6th-8th grade students were weakest in measurement, number sense, data analysis and algebraic thinking as compared to district and state averages. Geometry was a relative strength. All areas in mathematics were below the state average.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
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Measurable Objective

Given instruction based on the Sunshine State Standards, all students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, African-American students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify high performing students in mathematics during the 2005-2006 school year and create sections of Algebra 1 for the following year.	Mathematics Department Assistant Principal	8/8/2005	5/26/2006
Saturday tutoring program for remediation and enrichment of African-American, Hispanic, students with disabilities and economically disadvantaged students. Tutoring will be held on Saturday for 3 months. Students will be pre and post-tested on mathematics strands.	Administrative Staff Teachers	11/28/2005	1/30/2006
Utilize new state-adopted textbook and related instructional supplements to increase the academic achievement of Hispanic, African-American, economically disadvantaged and students with disabilities in mathematics.	Mathematics Department Administrative Staff	8/8/2005	5/26/2006
Create a scope and sequence in mathematics including course specific benchmarks to cover all of the Sunshine State Standards and improve the academic achievement of Hispanic, African-American, economically disadvantaged and	Mathematics Department Administrative Staff	8/8/2005	5/26/2006

students with disabilities.			
Implement the Plan Do Study Act Continuous Improvement Model to increase academic achievement in mathematics for African-American, Hispanic, economically disadvantaged, and students with disabilities.	Mathematics Department Administrative Staff	8/8/2005	5/26/2006
Train teachers to identify student weaknesses and strengths in mathematics through relevant data and provide strategies to address weaknesses of Hispanic, African-American, economically disadvantaged and students with disabilities.	Administrative Staff Curriculum Support Specialist	8/8/2005	5/26/2006
Implement professional development on the use of manipulatives to support mathematics instruction.	Regional Center I Mathematics Specialist Administrative Staff	8/8/2005	5/26/2006
Administer monthly mathematics assessments for African-American, Hispanic, economically disadvantaged, and students with disabilities and implement data driven instruction.	Mathematics Department Administrative Staff	8/8/2005	5/26/2006

Research-Based Programs

1. The research based program used to meet our mathematics goals is the state adopted book series Mathematics: Applications and Concepts by Glencoe.
2. Continuous Improvement Model.
3. CRISS Strategies.

Professional Development

1. CRISS Strategies
2. Student Performance Indicators
3. Differentiated Instruction
4. Edusoft
5. Riverdeep
6. FCAT Simulation

Evaluation

The mathematics portion of the 2006 FCAT will be used to determine if 50 percent of our students met high standards. In addition to the FCAT, progress toward the mathematics objective will also be evaluated through bi-weekly quizzes. The results of the quizzes will be disaggregated to analyze the performance by teacher, class, student and specific benchmarks. Once the data is disaggregated, teachers will target and remediate specific weaknesses. A summative evaluation will be covered to verify the merits of the research-based instructional programs and strategies.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All 8th grade students will improve their writing skills as evidenced by the 2006 administration of the FCAT Writing Plus test.

Needs Assessment

An overall analysis of the data indicates that approximately 83 percent of all the 8th grade students achieved a high standard on the FCAT Writing Plus Test in 2004-2005, with a school-wide average of 3.4. A detailed analysis of the writing scores on the 2004-2005 administration of the FCAT Writing Plus indicated that 8th grade students were weakest in persuasive writing with an average of 3.3. Expository writing was a relative strength with a 3.4 average.

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 based on the Sunshine State Standards, 8th grade students at Carol City Middle School will improve their writing skills as evidenced by 84 percent meeting high standards on the 2006 administration of the FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a school wide scope and sequence for writing that addresses different types of writing each month.	Language Arts Department Administrative Staff	8/8/2005	5/26/2006
Offer creative writing as an 8th grade elective.	Administrative Staff	8/8/2005	5/26/2006
Publish students' original writing.	Language Arts Department Administrative Staff Media Specialist	8/8/2005	5/26/2006
Administer teacher student conferences to provide feedback on completed essays.	Language Arts Teacher Administrative Staff	8/8/2005	5/26/2006
Essay contests between classes and grade levels.	Language Arts Department Administrative Staff	8/8/2005	5/26/2006
Implement the Plan Do Study Act Continuous Improvement Model to increase academic achievement in writing.	Language Arts Department Administrative Staff	8/8/2005	5/26/2006
Provide all faculty members with professional development on grading essays using the six point rubric.	Language Arts Department Administrative Staff	8/8/2005	5/26/2006

Research-Based Programs

1. The research-based program used to meet our writing goal is the state adopted textbook series *Writer's Choice: Grammar and Composition*.
2. Continuous Improvement Model.
3. CRISS Strategies.

Professional Development

1. Student Performance Indicators
2. Using a Rubric to Score Essays
3. CRISS Strategies
4. Differentiated Instruction

Evaluation

The FCAT Writing Plus test will be used as the final data evaluation to determine if 84 percent of our students met high standards. In order to evaluate progress toward the writing objective, quarterly tests will be administered. The results of the quarterly exams will be disaggregated to analyze the performance by teacher, class, and student. Once the data is disaggregated, teachers will target and remediate specific weaknesses. A summative evaluation will be covered to verify the merits of the research-based instructional programs and 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

All 8th grade students will improve their science skills as evidenced by the FCAT Science Test.

Needs Assessment

An overall analysis of the data indicates that our mean scale score was 232 on the Science portion of the FCAT. Our mean scale score was 40 points below the district average and 59 points below the state average. A detailed analysis of the science scores on the 2004-2005 administration of the FCAT revealed that our 8th grade students were weakest in earth space science, physical and chemical science and scientific thinking. Life and environmental science was a relative strength. All clusters in science were below the district and state average.

Measurable Objective

Given instruction based on the Sunshine State Standards, 8th grade students at Carol City Middle School will improve their science skills as evidenced by an increase of 20 mean scale points.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement strategies such as power notes, two column notes, and graphic organizers, to organize and interpret information and understand concepts and theories in science reading activities.	Science Department Administrative Staff	8/8/2005	5/26/2006
Promote family literacy and interest in science through a family science night and a science fair parent workshop.	Science Department Administrative Staff	11/1/2005	1/13/2006
Incorporate outside agencies from the science community to make abstract concepts concrete.	Science Department Career Counselor Administrative Staff	8/8/2005	5/26/2006
Administer monthly science assessments to monitor students' progress and instruction.	Science Department Test Chairperson Administrative Staff	8/8/2005	5/26/2006
Provide staff with scope and sequence in science including course specific benchmarks.	Science Department Administrative Staff	8/8/2005	5/26/2006
Implement an inclusion program for 8th grade students.	ESE Department Science Department Administrative Staff	8/8/2005	5/26/2006
Implement the Plan Do Study Act Continuous Improvement Model to increase academic achievement in science.	Science Department Administrative Staff	8/8/2005	5/26/2006

Research-Based Programs

1. The research-based program used to meet our science goal is the state adopted book series Science Voyages: Exploring Life, Earth, and Physical Sciences by Glencoe.
2. Continuous Improvement Model.

Professional Development

1. CRISS Strategies
2. Student Performance Indicators
3. Differentiated Instruction
4. Edusoft
5. Riverdeep

Evaluation

The Science portion of the 2006 FCAT will be used as the final data evaluation to determine if the mean scale score for our 8th grade students increased by 20 mean scale points. In addition to the FCAT, bi-weekly tests that correlate to the scope and sequence will be administered. The results of the bi-weekly exams will be disaggregated to analyze the performance by teacher, class, student and specific benchmarks. Once the data is disaggregated, teachers will target and remediate specific weaknesses. Formative assessments will be utilized to monitor progress between quarterly tests. A summative evaluation will be covered to verify the merits of the research-based instructional programs and strategies.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Carol City Middle school will involve more parents in the learning process by providing a variety of workshops geared toward student achievement.

Needs Assessment

A majority of the parental involvement at Carol City Middle School is centered on parent/teacher/team conferences. Approximately 20 percent of our parents attended Open House in the 2004-2005 school year. Attendance in workshops and AIP meetings was slightly below 10 percent.

Measurable Objective

Given the implementation of the parent academy and providing relevant in-services with substantial notice, parental involvement will increase by 10 percent as evidenced by the parent sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in a community walk.	Community Involvement Specialist Administrative Staff	10/29/2005	10/29/2005
Create a Resource Fair for parents during Open House.	Student Services Career Specialist Administrative Staff	9/21/2005	9/21/2005
Advertise upcoming events through the marquee and notices.	Community Involvement Specialist Administrative Staff	8/8/2005	5/26/2006
Promote family literacy through the Passport to Success program.	Community Involvement Specialist Reading Coaches Reading Department Administrative Staff	8/8/2005	5/26/2006
Implement the Plan Do Study Act Continuous Improvement Model to increase parental involvement.	Community Involvement Specialist Administrative Staff	8/8/2005	5/26/2006
Attend Parent Advisory Council meetings every quarter.	Community Involvement Specialist Administrative Staff	8/8/2005	5/26/2006
Create and distribute a monthly newsletter with information on workshops and resources.	Community Involvement Specialist Administrative Staff	8/8/2005	5/26/2006

Research-Based Programs

1. National Parent Teacher Student Association(PTSA).
2. Continuous Improvement Model.

Professional Development

1. Resource Fair
2. Literacy Training
3. Computer Training
4. Curriculum Fair

Evaluation

In order to determine if there was a 10 percent increase in parental participation, sign-in sheets from workshops, PTSA membership, and parent volunteers will be compared to similar activities offered in the 2004-2005 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The outdoor suspension rate at Carol City Middle School will decrease in the 2005-2006 school year.

Needs Assessment

In the 2004-2005 school year, Carol City Middle School had the highest outdoor suspension rate in Regional Center I. Additionally, there were 786 incidents which resulted in outdoor suspensions.

Measurable Objective

Given the implementation of the Positive Behavioral System, the number of outdoor suspensions will decrease by ten percent as evidenced by the suspension rate for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Positive Behavioral System.	Faculty Administrative Staff	8/8/2005	5/26/2006
Distribute student identification badges.	Administrative Staff	8/8/2005	5/26/2006
Implement a student identification program to process infractions of school rules.	Audio-Video Technician Administrative Staff	8/8/2005	5/26/2006
Reward students for positive behavior through activities, recognition and tangible reinforcers.	Team Leaders Counselors Administrative Staff	8/8/2005	5/26/2006
Establish and enforce a uniform and tardy policy.	Administrative Staff Team Leaders	8/8/2005	5/26/2006

Research-Based Programs

1. The Positive Behavioral System (PBS).
2. Continuous Improvement Model.

Professional Development

1. PBS Training
2. SST Training

Evaluation

This goal will be evaluated by a 10 percent decrease in the number of outdoor suspensions compared to the 2004-2005 school 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.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Integrate and use the electronic grade book program as the primary method of recording student grades and attendance at Carol City Middle School.

Needs Assessment

A survey of the technology at Carol City Middle School indicated that approximately 30 percent of the classrooms did not have working computers with access to the Internet. None of the teachers had experience using an electronic gradebook program.

Measurable Objective

Given professional development, 100 percent of the teachers at Carol City Middle School will utilize the electronic grade book program as the primary method of recording student grades and attendance as evidenced by weekly grade and daily attendance reporting.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a plan with the Gradebook Manager for after school help and trouble shooting.	Gradebook Manager Administrative Staff	8/8/2005	5/26/2006
Implement a plan for professional development to train all teachers on the electronic gradebook.	Administrative Staff Technology Coordinator	8/8/2005	5/26/2006
Implement a plan to purchase new technology to replace outdated technology for the electronic gradebook.	Administrative Staff	8/8/2005	5/26/2006
Implement a plan for professional development training updates, in the advanced stage of the electronic gradebook.	Gradebook Manager Administrative Staff	8/8/2005	5/26/2006
Implement a plan with the Microsystem Technician for computer maintenance, to insure all technology is working properly on a daily basis.	Administrative Staff Microsystem Technician	8/8/2005	5/26/2006

Research-Based Programs

1. Continuous Improvement Model.

Professional Development

1. Electronic Gradebook (Introduction)
2. Electronic Gradebook (Follow-up)
3. Electronic Gradebook (Advanced)

Evaluation

Progress toward our technology objective of 100 percent compliance will be determined by monitoring each faculty member's gradebook.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous, carefully planned program of developmentally age appropriate physical activities. It is the unique role of quality physical education programs, to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, Carol City Middle School will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

The results of the 2004-2005 FITNESSGRAM indicated that 28 percent of the students tested received an award. The students who did not receive awards had fitness levels significantly below average. Additionally, enrollment in our physical education classes decreased approximately 25 percent from the previous year.

Measurable Objective

Given the implementation of Sunshine State Standards, Carol City Middle School will achieve an annual increase of 3 percent award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	School Site Administrators	8/8/2005	5/26/2006
Insure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers Administrative Staff	8/8/2005	5/26/2006
Develop an action plan for Carol City middle School to insure input from the department to meet the goals and objectives as stated.	Physical Education Chairperson Administrative Staff	8/8/2005	5/26/2006
Administer a pre and post-test to determine individual student growth.	Physical Education Teachers Administrative Staff	8/8/2005	5/26/2006
Coordinate with the cafeteria manager to demonstrate balanced meals.	Physical Education Department Administrative Staff	8/8/2005	5/26/2006

Research-Based Programs

1. The research-based program used to meet our health and physical fitness goal is the state adopted book series P.E. for Life and Physical Fitness for Life.
2. Continuous Improvement Model.

Professional Development

1. FITNESSGRAM
2. District Sponsored Training

Evaluation

Progress toward this goal will be evaluated by a 3 percent increase in the number of students receiving awards on the 2005-2006 FITNESSGRAM, health-based test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Carol City Middle School will increase student recognition for projects completed in elective classes.

Needs Assessment

From the group of students who took elective classes last year approximately 15 percent participated in school, district, and state contests. Students were not given school-wide recognition. Additionally, enrollment in elective courses decreased approximately 10 percent from the previous year.

Measurable Objective

Given instruction based on the Sunshine State Standards, students participating in elective courses will increase participation in school, district, and state contests by 10 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teachers with contest information in a timely manner.	Fine Arts Department Chairperson Administrative Staff	8/8/2005	5/26/2006
Display and recognize student projects through our closed circuit announcements.	Fine Arts Department Administrative Staff	8/8/2005	5/26/2006
Perform and or display work at school functions such as Open House.	Fine Arts Department Administrative Staff	8/8/2005	5/26/2006
Implement the Plan Do Study Act Continuous Improvement Model to increase participation in district and state contests.	Fine Arts Department Administrative Staff	8/8/2005	5/26/2006
Maintain a portfolio of student work.	Fine Arts Chairperson Administrative Staff	8/8/2005	5/26/2006

Research-Based Programs

1. The state adopted textbooks for technology, fine arts, vocational arts, and business education will be used as the research based program.
2. Continuous Improvement Model.

Professional Development

1. Monthly Contests Review

Evaluation

This objective will be measured by an increase in 10 percent of the number of students participating in school, district, and state contests who are enrolled in elective classes as compared to the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Carol City Middle School will rank at or above the 24th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Carol City Middle School ranked at the 21st percentile on the State of Florida ROI index.

Measurable Objective

Carol City Middle School will improve its ranking on the State of Florida ROI index publication from the 21 percentile in 2003 to the 24th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrative Staff EESAC	8/8/2005	5/27/2006
Collaborate with the district on resource allocation.	Administrative Staff EESAC	8/8/2005	5/27/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrative Staff Community Involvement Specialist Career Counselor	8/8/2005	5/26/2006
Research the shared use of facilities, partnering with community agencies.	Administrative Staff	8/8/2005	5/27/2006
Implement the Plan Do Study Act Continuous Improvement Model.	Implement the Plan Do Study Act Continuous Improvement Model	8/8/2005	5/26/2006

Research-Based Programs

1. Elements of Literature
2. Bridges to Literature
3. Read 180 program
4. CRISS Strategies
5. Mathematics: Applications and Concepts
6. Science Voyages: Exploring Life, Earth, and Physical Sciences

Professional Development

1. Reciprocal Teaching
2. CRISS Strategies
3. Students Performance Indicators
4. Edusoft Training
5. Data Driven Decision Making
6. Differentiated Instruction

Evaluation

On the next State of Florida ROI index publication, Carol City Middle School will show progress toward reaching the 24th 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:

The EESAC committee receives a budget of \$10 per student. Through monthly meetings, recommendations are made to utilize the funds.

Training:

The EESAC committee suggested providing professional development activities that will support the goals of our school improvement plan. Additionally, the EESAC committee will secure presenters using available funds.

Instructional Materials:

The EESAC committee recommended purchasing instructional materials that will support our mathematics and reading goals.

Technology:

The EESAC committee suggested that we purchase additional technology to enhance student achievement.

Staffing:

The EESAC committee believed that the school was adequately staffed at this time.

Student Support Services:

The EESAC committee recommended that a Saturday academy be established to provide students with extra support. They also recommended that a counselor be available for extended hours after-school.

Other Matters of Resource Allocation:

The EESAC committee recommended that they fund a course recovery class offered after-school. The recovery course will provide remediation in mathematics and reading.

Benchmarking:

EESAC members are part of the planning process for the benchmark calendar. Once the departments complete all of the calendars, the EESAC committee reviews the information and makes suggestions.

School Safety & Discipline:

The EESAC committee was instrumental in implementing the Positive Behavioral System (PBS). PBS was discussed during the 2004-2005 school year. Some EESAC members observed the program at a nearby middle school. This year PBS is being implemented. The EESAC committee will supply some of the tangible reinforcers for PBS.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent