
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7231 - Miami Carol City Senior High School

FeederPattern: Miami Carol City Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Kim Cox

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Miami Carol City Senior High School

Miami Carol City Senior High School is "Determined to Achieve" and intends to become the beacon of our community where our stakeholders can strongly agree that "Excellence is an Expectation, Not an Option". An exceptional team effort of faculty, staff and administrators has culminated in the implementation of the 8-step Continuous Improvement Model. These concerted efforts have culminated in the reconstitution of our delivery of instruction through the development of a school-wide instructional focus calendar based in increasing the literacy skills of all of our students. An instructional period has been added, our block schedule and consequently, our bell schedule have been revamped to facilitate our strong focus on literacy. Bi-weekly benchmark assessments will be analyzed and utilized to target instruction as needed. Our school will work hard to meet the following goals:

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students receiving Free or Reduced Lunch in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, student receiving Free or Reduced Lunch in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in Grade 10 will improve their writing scores as evidenced by 90 percent of students scoring 3.5 or above on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, the percentage of Black students in Grade 10 scoring at the state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students in Grade 10 scoring at the state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, the percentage of students receiving Free or Reduced Lunch in Grade 10 scoring at the state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient (LEP) students scoring at the state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities (SWD) scoring at the state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, students will improve their science skills by 40 percent of the students meeting or exceeding the District's average on the 2006 FCAT Science Test.

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

Given a school-wide emphasis on providing a safe and secure learning environment, the number of Miami Carol City Senior High School who serve outdoor suspensions will decrease by five percent for the 2005-2006 school year.

Given attention to the use of technology, Miami Carol City Senior High School will implement the use of the school-wide electronic gradebook by all instructional staff by the end of the fourth grading period.

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

Given the State Academy Frameworks, Miami Carol City Senior High School will develop five academies for the 2006-2007 school year.

Given the effort to provide effective programs, Miami Carol City Senior High School will improve its ranking on the State of Florida ROI index publication from the 32nd percentile in 2003 to the 35th percentile on the next publication of the index.

Given a school-wide emphasis on achievement, Miami Carol City Senior High School will increase the graduation rate by five percent from 53 percent in 2004-2005 to 58 percent in 2005-2006.

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Miami Carol City Senior High School

VISION

The vision of the administration, faculty, staff and students at Miami Carol City Senior High School is to achieve excellence in all facets of education. Consequently, there are several beliefs and expectations that reinforce this goal. Learning must be relevant to our students' lives. Our foremost priority is to inspire our students to become lifelong learners. The process of education should address academics, technological choices, and character development. All students can learn in a clean, safe, secure, productive environment. Students learn in different ways and should be provided with a variety of instructional resources. Each student is a valued, respected individual with unique physical, social, emotional, and intellectual needs. Teachers, administrators, students, parents, staff, and the community share the responsibility for advancing the school's mission.

MISSION

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

CORE VALUES

Honesty, Integrity, and Respect

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

Fairness and Kindness

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

Citizenship, Cooperation, and Responsibility

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

Excellence

We pursue the highest standards in all we do.

School Demographics

Miami Carol City Senior High School was established in 1963 and is located on 29.14 acres in the Miami Gardens community at 3422 N. W. 187 Street. The population at the school is culturally diverse, consisting primarily of African-American (approximately 84%) and Hispanic (approximately 15%) students. Other ethnicities represent approximately 2% of the student population. A large majority of Miami Carol City's students reside in the cities of Opa Locka and Miami Gardens; however, the school's prestigious Center for Legal and Public Affairs and its Criminal Justice Assistance Program also attract students from areas across Miami-Dade County. Currently, the total enrollment is 2, 843, with the majority of students receiving standard instructional services. Additionally, Limited English Proficiency services (approximately 2.2%), and Exceptional Student Education services (approximately 13%) are provided. Forty-seven percent of our students are on free or reduced meal status.

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

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

School Foundation

Leadership:

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

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

District Strategic Planning Alignment:

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

1. Increase student achievement in all content areas by 10% as evidenced by increased scores on the Florida Comprehensive Assessment Test.
2. Improve the overall performance of students on the Florida Comprehensive Assessment Test by increasing the school grade at least two (2) letters.
3. Improve the overall attendance of students by 2% through the implementation of innovative programs that encourage student participation and the establishment of meaningful and rewarding incentives.
4. Increase parental awareness and involvement in school activities and instructional support activities.
5. Provide extensive professional development activities for teachers to assist in the effective delivery of instruction; especially those who deal primarily with struggling learners.
6. Provide professional development for faculty and staff in the effective and innovative use of technology for instruction.
7. Provide training for teachers and instructional leaders in the interpretation of data, and the benefits of utilizing data-driven instruction.

Stakeholder Engagement:

Miami Carol City Senior High School has established several initiatives to engage key stakeholders in school activities and encourage their input and participation. Specifically, the school is partnering with faith-based

organizations, alumni groups and community organizations to encourage support, provide financial resources, and serve as positive ambassadors to improve the school's image and relationship in the community at large.

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

Faculty & Staff:

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

Teacher-mentoring at Miami Carol City Sr. High School is approached through a multi-faceted process. New teachers attend district and school orientations identified at the beginning of the school year to facilitate their assimilation into the classroom setting. Policies and procedures as delineated in PACES provide beginning teachers with a Professional Growth Team for collegial support. The beginning teachers meet bi-monthly to discuss concerns and share best practices. Additionally, teachers new to the facility are paired with a buddy to assist in acclimating them to the school culture.

Data/Information/Knowledge Management:

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

Education Design:

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

The cornerstone of the School Improvement Plan is the Curriculum Enhancement Program which includes the Instructional Focus Calendars, FCAT Plan of Action, Bi-weekly Assessment in the content areas, Quarterly Assessments of student progress and the Chief Academy tutoring program. The Leadership Team, which includes

representatives from each subject area, meets weekly to interpret data, provide input from faculty members and revises the Instructional Focus calendars as needed. This leadership team governs the instructional decisions and determines the plan for targeting instruction for students. This plan has resulted in our goals to increase the percentage of students meeting high standards in reading by 36 percent, the percentage of students meeting high standards in Mathematics to increase by 21 percent, and the percentage of students meeting high standards in writing to increase by 12 percent.

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

Performance Results:

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

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

GOAL 1 STATEMENT:

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

Needs Assessment

Scores on the 2005 FCAT Reading Test administered on February 28, 2005, indicate our 716 ninth graders scored 1688 for our Mean Scale Score. There was a 21 point increase in our Mean Developmental Scale Score for matched students from 2004. Our 581 tenth graders scored 1706 for our Mean Developmental Scale Score and 259 for our Mean Scale Score. There was a decrease of 20 points in our Mean Developmental Scale Score for matched students from 2004.

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

Our tenth grade scores declined this year and therefore, there is a need to increase our instructional focus in implementing the Main Idea and Comparison strands.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students receiving Free or Reduced Lunch in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide differentiated instruction to meet the needs of all students including NCLB subgroups.	Assistant Principal for Curriculum Reading Coach Department Chairperson	8/8/2005	5/19/2006
Develop Instructional Focus Calendar to target instruction in reading benchmarks.	Assistant Principal for Curriculum Department Chairpersons Reading Coach Test Chairperson	8/8/2005	5/19/2006
Utilize Reading Computer Lab, READ 180 Lab and Mobile Computer Labs to provide computer-assisted instruction to all students including students with disabilities and limited English proficient students.	Assistant Principal for Curriculum Reading Coach	8/8/2005	5/19/2006
Provide enrichment opportunities for students enrolled in honors and advanced placement classes.	Assistant Principal for Curriculum Counselors Department Chairperson	8/8/2005	5/19/2006

Establish and implement Chief Pride W.R.A.P. (Writing/Reading/Arithmetic Program) for our daily thirty minute literacy period.	Reading Coach Test Chairperson Media Specialist Department Chairperson	8/8/2005	5/19/2006
Conduct Intensive Reading Classes and Intensive Reading Plus Classes for all FCAT Level 1 and 2 students in Grades 9 and 10 and all FCAT Reading Retakers in Grades 11 and 12 as well as ESE Inclusion students.	Assistant Principal for Curriculum Reading Coach Reading Teachers	8/8/2005	5/19/2006
Conduct Early Bird tutoring Monday - Thursday, after school tutoring through Adult Education, Monday - Thursday and Chief Academy on Saturdays for FCAT Levels 1 & 2, LEP, 11th & 12th graders retakers as documented by sign- in sheets.	Assistant Principal for Curriculum	8/8/2005	5/19/2006
Implement the Continuous Improvement Model (CIM).	Principal	8/8/2005	5/24/2006

Research-Based Programs

Great Source Text
Literature Text
Oral Reading Fluency probe
Diagnostic Assessment of Reading
Read 180
Readers' Advantage
Accelerated Reader

Professional Development

Chief Pride W.R.A.P.
Student Performance Indicators (SPI)
Electronic Gradebook
E-Mail Tree
CRISS
Instructional Software
Curriculum Map
Item Specifications in Reading
Best Practices in Reading
Inclusion

Evaluation

The evaluation component will include the 2006 FCAT Reading Test as the final data of evaluation, but will also incorporate the following district and school assessments as our progress monitoring tools: Bi-Weekly Assessment Tests (School-made) and Edusoft Reports, FCAT Employer & Simulation Reports, PLATO Reports, Accelerated Reader Reports, Read 180 Reports, Readers' Advantage Reports, End of the Nine Weeks Examinations, and District Assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Students at Miami Carol City Senior High School will improve their mathematics skills as measured by the 2006 administration of the FCAT Mathematics Test.

Needs Assessment

An analysis of our 2005 FCAT Mathematics Test results reveals that 33 percent of our students met high standards in math and 62 percent made learning gains. The content cluster data reveals that the average ninth grader answered 37.5 percent of the Number Sense questions correctly, 28.5 percent of the Measurement questions correctly, 36.3 percent of the Geometry questions correctly, 50 percent of the Algebraic Thinking questions correctly and 37.5 percent of the Data Analysis questions correctly. The content cluster data reveals that the average tenth grader answered 36.3 percent of the Number Sense questions correctly, 20 percent of the Measurement questions correctly, 21.4 percent of the Geometry questions correctly, 21.4 percent of the Algebraic Thinking questions correctly and 27.2 percent of the data Analysis questions correctly. In addition, our Students with Disabilities, Black, Hispanic, Free or Reduced Lunch and Limited English Proficient sub-groups need improvement in Math according to the NCLB. There is a need to train teachers in the 8 step Continuous Improvement Model (CIM), develop a school wide instructional focus calendar to assist teachers in targeting benchmarks for instruction more efficiently and incorporating our curriculum initiatives.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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, students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, student receiving Free or Reduced Lunch in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by a minimum of 50 percent scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Continuous Improvement Model (CIM).	Principal	8/8/2005	5/24/2006
Implement Chief Pride W.R.A.P. (Writing/Reading/Arithmetic Program) for our daily thirty minute literacy period.	Assistant Principal of Curriculum Mathematics Coach	8/10/2005	5/19/2006
Enroll all FCAT Level 1 and Level 2 students in Grades 9 and 10 as well as FCAT Mathematics Retakers in Intensive Mathematics classes.	Assistant Principal for Curriculum Department Chairperson Test Chairperson	8/8/2005	5/24/2006
Develop Instructional Focus Calendar to target instructional in Mathematics benchmarks.	Assistant Principal for Curriculum Mathematics Coach Department Chairperson	8/8/2005	5/24/2006
Provide enrichment opportunities for students enrolled in honors and advanced placement classes.	Assistant Principal for Curriculum Counselors Department Chairperson	8/8/2005	5/19/2006

Conduct Early Bird Tutoring, Monday - Thursday, after school tutoring through Adult Education, Monday - Thursday and Chief Academy on Saturdays for Levels 1&2, LEP and 11th & 12th grade retakers as documented via sign-in sheets.	Assistant Principal for Curriculum	8/8/2005	5/19/2006
Utilize District and Region curriculum specialists to model effective teaching strategies in Intensive Mathematics classes.	Administrators Curriculum Specialists	8/8/2005	5/19/2006
Schedule Students with Disabilities for additional remedial services through pull-out instruction.	Administrators ESE Inclusion Facilitator	8/8/2005	5/19/2006

Research-Based Programs

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

Professional Development

Technology Training (Smartboard)
 Training in Chief Pride W.R.A.P.
 Continuous Improvement Model (CIM)
 Effective Planning for Block Sceduling
 Student Performance Indicators (SPI)
 Data Analysis
 FCAT Strategies in Math

Evaluation

The evaluation component will include the results of the 2006 FCAT Mathematics Test as the final data of evaluation, but will also incorporate the following district and school assessments as our progress monitoring tools: Bi-Weekly Benchmark Assessments, End of Nine Weeks Examinations, FCAT Explorer Reports and L & M Reports.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

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

Needs Assessment

The results of the 2005 FCAT Reading Test indicate that of the 617 tenth grade students tested, 72 percent achieved 3.5 or above on the Expository Writing Essay, 85 percent achieved 3.5 or above on the Persuasive Writing Essay Test, for a combined score of 78 percent of our students scoring 3.5 or above.

The 2005 Adequate Yearly Progress (AYP) Report indicates that each subgroup decreased in performance in writing by 1 percent or more. Compared to the 2 percent decrease made by our total students tested, our Black students made a 1 percent decrease, our Hispanic students made a 13 percent decrease, our students receiving Free or Reduced Lunch stayed the same and our Students with Disabilities made a 7 percent decrease. Because the subgroup was less than 30 students, there was no data available on the Limited English Proficient Students.

An analysis of the Spring 2005 FCAT Writing Results indicates a 1 percent decrease in the Expository Essay, a 1 percent increase in the Persuasive Essay and a 1 percent decrease in our Combined Score. Our decrease in student performance indicates the need to strengthen our instructional focus on student writing skills on a daily basis.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in Grade 10 will improve their writing scores as evidenced by 90 percent of students scoring 3.5 or above on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, the percentage of Black students in Grade 10 scoring at the state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students in Grade 10 scoring at the state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, the percentage of students receiving Free or Reduced Lunch in Grade 10 scoring at the state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient (LEP) students scoring at the state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities (SWD) scoring at the state mastery level will increase by one percentage point.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the continuous improvement model (CIM).	Administration and Department Heads	8/8/2005	5/19/2006
Establish and Implement Chief Pride W.R.A.P. (Writing/Reading/Arithmetic Program) for our daily thirty minute literacy period.	Administration and Classroom Teachers	8/8/2005	4/19/2006
Develop and implement Instructional Focus Calendars to target writing benchmarks.	Administration and Classroom Teachers	8/8/2005	5/19/2006
Implement differentiated instruction techniques to meet the needs of all students.	Administrators Reading Coach	8/8/2005	5/19/2006
Implement intensive focus on writing across the curriculum.	Administration Designated teachers	1/8/2006	2/21/2006
Utilize District and regional staff to model strategies.	Administration Curriculum Teachers	8/8/2005	5/19/2006

Research-Based Programs

Language Arts Textbooks - Holt and Glencoe

Professional Development

Chief Pride W.R.A.P.
CRISS
Differentiated Instruction

Evaluation

The evaluation component will include the results of the 2006 FCAT Writing Test as the final data of evaluation, but will also incorporate bi-weekly benchmark assessments and the district assessments as our progress monitoring tools.

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

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 4 STATEMENT:

Students at Miami Carol City Senior High School will improve their science skills as measured on the 2006 FCAT Science Test.

Needs Assessment

Out of 566 eleventh grade students tested on the 2005 FCAT Science Test, 179 (32 percent) scored at or above the District Mean Score of 262. The School Mean score was 244 increasing 16 points from the 2004 administration of the FCAT Science Test. The analysis of each Science strand indicates that our students scored an average of 29 percent correct in the Physical and Chemical Strand, an average of 36 percent correct in the Earth and Space Strand, an average of 33 percent correct in the Life and Environment Strand and an average of 45 percent correct in the Scientific Strand. These results indicate the need to implement more lab-based instruction and place additional emphasis on the Physical and Chemical Strand and the Life and Environmental Strand when targeting Science instruction.

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their science skills by 40 percent of the students meeting or exceeding the District's average on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide enrichment opportunities for students enrolled in honors and advanced placement classes.	Assistant Principal for Curriculum Counselors Department Chairperson	8/8/2005	5/19/2006
Implement the Continuous Improvement Model (CIM).	Administration All Science Teachers	8/8/2005	5/24/2006
Establish and implement Instructional Focus Calendar for Science courses.	Administration Science Department Chairperson	8/8/2005	5/19/2006
Utilize District and Region Staff to model effective teaching strategies.	Administration Curriculum Specialists	8/8/2005	5/19/2006
Align instruction with District Scope and Sequence for Science courses.	Administration Science Department Chairperson	8/8/2005	5/19/2006
Promote participation in university - based programs (GATORTRAX, SECME and JETS).	Administration Science Club Sponsors	8/8/2005	5/19/2006
Implement intensive focus on Science benchmarks.	Administration Science Teachers	1/8/2006	2/24/2006

Research-Based Programs

Prentice Hall (Earth Space Science)

Scott Foresman and Prentice Hall (Biology)

Glencoe and Prentice Hall (Chemistry and Physical Science)

Prentice Hall (Physics)

Holt, Rinehart and Winston (Physics)

Assess2Learn

Riverdeep

Professional Development

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

Evaluation

The evaluation component will include the 2006 FCAT Science Test as the final data of evaluation, but will also incorporate the following district and school assessments as our progress monitoring tools: District Quarterly Assessments, Monthly Benchmark Assessments and Assess2Learn Reports.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Parental Involvement is a key to student success. Miami Carol City Senior High School will increase parental involvement by bridging the gap between all stakeholders through enrichment programs, school activities and the Parent Resource Center.

Needs Assessment

Upon consideration of the identified strengths and opportunities for improvement, data revealed the need for student/parent interaction at home as well as at school. Parents can profit from additional resources provided to them through the Parent Resource Center that will assist them in improving the success of the students. Additionally, our statistics show there is a high percentage of parent participation at extra-curricular and athletic sports events; however, there is a profound need for increased parental involvement at academic functions and school meetings.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage parents to utilize the school-site Parent Resource Center and Parent Academy offering parents a variety of courses in literacy, household organization, family finances and time management skills.	Parent Resource Specialist Administrator	8/8/2005	5/19/2006
Build parent participation in our PTSA by sponsoring Parent Resource Center and alumni activities.	Administrator PTSA President Director of Activities	8/8/2005	5/19/2006
Utilize the EESAC to implement strategies for increased parental involvement.	EESAC Chairperson	8/8/2005	5/19/2006
Visit the homes of families through an organized community walk to establish and reinforce communication between the school and parents.	Parent Resource Specialist Administrator	8/8/2005	5/19/2006
Promote academic-related activities on our marquee, local radio stations and in the community newspapers.	Parent Resource Specialist Director of Activities Administrator	8/8/2005	5/19/2006
Encourage parent participation by hosting parental meetings to increase participation in senior activities.	Class Sponsor Director of Student Activities Administrator	8/8/2005	5/19/2006

Research-Based Programs

The National PTSA Standards

Professional Development

Improving Communication with Parents

Test Taking Strategies to Help your Child Succeed on the FCAT

Improving your Child's Performance on the SAT/ACT

How to Assist Your Child in Completing College Applications

Financial Aid Workshop for Parents

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

Bilingual Parent Workshops

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

An analysis of available data indicates that 19.1 percent of our students served outdoor suspensions and 32 percent served indoor suspensions. Data also indicates that 25.2 percent of our students had more than 21 absences last year and there were 381 incidents of crime and violence. Because of the high number of incidents of fighting and other reoccurring behavior problems, there is a need to determine alternatives to suspension.

Measurable Objective

Given a school-wide emphasis on providing a safe and secure learning environment, the number of Miami Carol City Senior High School who serve outdoor suspensions will decrease by five percent for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct student orientations by grade level to review school procedures, policies and consequences and provide information to students at registration interviews.	Administrators	8/8/2005	5/19/2006
Utilize Parent Resource Center and Parent Academy classes to provide assistance to parents in managing student behavior.	Parent Resource Specialist Administrators	8/8/2005	5/19/2006
Provide class management training to beginning and other selected teachers.	Administrators Teacher Trainers	8/8/2005	5/19/2006
Increase teachers and students who can serve as mediators.	Administrators TRUST Counselor	8/8/2005	5/19/2006
Increase visibility of administrative staff before and after school as well as during lunch and the changing of classes.	Principal	8/8/2005	5/19/2006
Increase security by rerouting buses, implementing parking permits for students and staff and utilizing technology to identify visitors to our building.	Administrators	8/8/2005	5/19/2006

Research-Based Programs

Continuous Improvement Model (CIM)

Professional Development

Best Practices for Managing Your Classroom

Visitations to Model Classrooms

Parent Effectiveness Training

Evaluation

The evaluation component will include a five percent decrease in our 2005-2006 outdoor suspension records. We will incorporate a monthly review of suspension reports, monitor parent contact logs and mediation records as our progress monitoring tools.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

All classroom teachers at Miami Carol City Senior High School will utilize the electronic gradebook to record daily attendance and all grades.

Needs Assessment

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

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

Measurable Objective

Given attention to the use of technology, Miami Carol City Senior High School will implement the use of the school-wide electronic gradebook by all instructional staff by the end of the fourth grading period.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and train staff members to serve as trainees to facilitate the use of the Excelsior Gradebook by all instructional staff.	Assistant Principal Media Specialist	8/8/2005	5/19/2006
Train all teachers to use the Excelsior Gradebook program.	Assistant Principal Media Specialist	8/8/2005	5/19/2006
Implement pilot phase utilizing paper gradebook and electronic gradebook simultaneously.	Assistant Principal	8/8/2005	5/19/2006
Offer parent training and instruct students as to how to access student information online.	Assistant Principal Media Specialist	8/8/2005	5/19/2006
Utilize the Parent Resource Center Liaison as a representative to conduct surveys to parents on the effectiveness of the electronic gradebook.	Parent Liaison Administrator	1/2/2006	5/31/2006

Research-Based Programs

Continuous Improvement Model (CIM)

Professional Development

Utilizing the Excelsior Electronic Gradebook

Evaluation

By the end of the fourth marking period, all instructional personnel's grades and attendance will be recorded and submitted electronically.

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 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 8 STATEMENT:

Miami Carol City Senior High School will provide students with the opportunity to attain their optimal level of physical 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, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

The 2004-2005 Physical Fitness Test Summary Report indicates that of the 687 students tested (88 percent of the students enrolled in Physical Education classes), 58 earned Gold and 22 earned Silver for a total of 80 students or 12 percent who were recognized with fitness awards.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to determine baseline measures and compare pre- and post-test data will provide valid measures of student improvement.	Assistant Principal Department Chairperson	8/8/2005	5/19/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administrators	8/8/2005	5/19/2006
Develop an action plan to insure input from the department to support assessed benchmarks and the identified elements assessed in the FITNESSGRAM test.	Assistant Principal Department Chairperson	8/8/2005	5/19/2006
Conduct Neighborhood Walks to emphasize the need for physical fitness to students and parents.	Administrators Parent Resource Specialist	8/8/05	5/19/06
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administrators	8/8/05	5/19/06

Research-Based Programs

Continuous Improvement Model (CIM)

Professional Development

Utilizing the FITNESSGRAM Software

Evaluation

The post-test results of the FITNESSGRAM will indicate a three percent increase of award recipients at Miami Carol City Senior High School. An individual student prescriptive report will be printed out for each student. One copy will be placed in the student's portfolio and another copy will be sent home to parents.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Miami Carol City Senior High School will develop five career-related academies to make the curriculum more meaningful in alignment with the Miami-Dade County Public Schools Secondary School Reform initiative.

Needs Assessment

To increase student achievement and participation in academic endeavors, it is imperative that the curriculum be meaningful to students. Unless the faculty, staff and administration can make going to school relevant, there will continue to be lower graduation rates and higher drop-out rates. The implementation of the Secondary School Reform initiative will provide students the pathway to careers necessary for successful transition to postsecondary education and/or the world of work.

Measurable Objective

Given the State Academy Frameworks, Miami Carol City Senior High School will develop five academies for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a survey to all students to indicate their selection of academies offerings.	Administrators Counselors	11/14/2005	3/31/2006
Form committee of representatives to review information, discuss alternatives and make recommendations to the faculty and staff.	Principal	8/8/2005	12/1/2006
Promote new format indicating five academies in feeder pattern at Curriculum Fair.	Administrators	8/8/2005	5/24/2006
Visit model academies at other schools.	Principal	8/8/2005	12/1/2006
Solicit opportunity to be part of Smaller Learning Communities initiative.	Administrators	8/8/2005	12/1/2006

Research-Based Programs

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

National High School Alliance

Small Learning Communities

Professional Development

Secondary School Reform

Continuous Improvement Model (CIM)

Academy Frameworks

Visitations to Model Academies

Evaluation

Miami Carol City Senior High School will indicate readiness to enroll students in five academies beginning with the 2006-2007 school year as documented by our 2006-2007 Curriculum Bulletin and student subject selection sheets.

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

GOAL 10 STATEMENT:

Miami Carol City Senior High School will improve its rank on the State of Florida ROI index publication from the 32nd percentile in 2003 to the 90th percentile on the next publication of the index.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Miami Carol City Senior High School ranked at the 32nd percentile on the State of Florida ROI index.

Measurable Objective

Given the effort to provide effective programs, Miami Carol City Senior High School will improve its ranking on the State of Florida ROI index publication from the 32nd percentile in 2003 to the 35th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Administrators	8/8/2005	5/19/2006
Review reconfiguration of existing resources.	Administrators	8/8/05	5/19/06
Research taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Administrators	8/8/05	5/19/06
Research shared use of facilities and partnering with community agencies.	Administrators	8/8/05	5/19/06
Become more informed about the use of financial resources in relation to school programs.	Administrators Director of Activities Treasurer	8/8/05	5/19/06

Research-Based Programs

Great Source
 Read 180
 Oral Reading Fluency Probe
 FCAT Explorer
 Assess2Learn
 Glencoe Math Texts
 Glencoe Language Arts Texts
 Prentice Hall Texts
 Holt, Rinehart and Winston Texts
 Riverdeep

Professional Development

Chief Pride W.R.A.P.

Student Performance Indicators(SPI)

CRISS

Electronic Gradebook

Inclusion

Best Practices in Content Areas

Data Analysis

Use of Technology in the Classroom

Continuous Improvement Model(CIM)

Effective Planning for Block Scheduling

Evaluation

On the next State of Florida ROI index publication, Miami Carol City Senior High School will show progress toward reaching the 35th percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

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

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

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

GOAL 11 STATEMENT:

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

Needs Assessment

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

Measurable Objective

Given a school-wide emphasis on achievement, Miami Carol City Senior High School will increase the graduation rate by five percent from 53 percent in 2004-2005 to 58 percent in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enroll all Grade 11 and 12 FCAT Retakers in Intensive Reading and /or Intensive Mathematics classes as well as tutoring to assist students in passing the FCAT requirement for graduation.	Administrators	8/8/2005	5/19/2006
Conduct Student Services Assemblies and Credit Analysis Reviews by grade level to keep students informed of requirements and on-track for graduation.	Student Services Chairperson Administrators	8/8/05	5/19/06
Increase student enrollment in Honors and Advanced Placement classes as well as SAT/ACT preparation classes to prepare students for college entrance examinations and college level work.	Student Services Chairperson Administrators	8/8/05	5/19/06
Provide students and parents assistance with postsecondary education planning.	College Assistance Program Advisor Administrators	8/8/05	5/19/06
Provide additional transition services to assist Students with Disabilities.	ESE Program Specialist ESE Transition Specialist Administrators	8/8/05	5/19/06
Provide additional support to at-risk students through our Stay In School Program.	Student Services Chairperson Administrators	8/8/05	5/19/06

Research-Based Programs

Continuous Improvement Model (CIM)

Professional Development

How to Interpret the Credit Analysis

Financial Aid Workshop

College Admissions Fair

Evaluation

Miami Carol City Senior High will graduate 58 percent or more of its Class of 2006 as documented by district and state reports.

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

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