

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Carol City Elementary School (0681)

Feeder Pattern - Miami Carol City Senior

Regional Center I

District 13 - Miami-Dade

Principal - Patricia Bloodworth-Johnson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Carol City Elementary School is located at 4375 N.W. 173rd Drive in the City of Miami Gardens, Florida. The school was established in 1957, built on 11 acres of land. Our school will undergo a major paint project to include both interior and exterior painting. Additionally, a new Parent Drop-Off area and a new PE Shelter will be constructed.

Our school is located in a community comprised of families that have limited income. Ninety-five percent of the school population receives free or reduced lunch. There are no portable classrooms at our school.

Student Demographics

The ethnic/racial makeup of the student population is 77.3 percent black, 20.3 percent Hispanic, 1.6 percent white and .8 percent other. Carol City Elementary School serves 611 Kindergarten through Sixth grade students from the adjacent neighborhood. Forty-nine students participate in the Voluntary Pre-kindergarten/Title I or the Pre-kindergarten Students With Disabilities Programs. Our Special Education (SPED) population is comprised of Educable Mentally Handicapped (EMH), Specific Learning Disabled (SLD), and Gifted students. We have English Language Learners (ELL) comprise 0.066 percent of our student population.

We offer a variety of services to meet the diverse needs of all students and parents. Both Special Education (SPED) and General Education students receive ongoing assistance from dedicated teachers, paraprofessionals, therapists, a counselor, social worker, a Community Involvement Specialist (CIS), and a psychologist. Every effort is made to meet the individual needs of each student and to personalize instruction through the use of state-of-the-art technology, quality teacher training programs, and ongoing parent trainings.

The stakeholders of the school reviewed pertinent data and decided to implement the following objectives for the 2007-2008 school year.

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 58 (fifty-eight) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 58 (fifty-eight) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT- Reading Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students will improve their reading skills as evidenced by 58 (fifty-eight) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT- Reading Assessment.

Given instruction using the Sunshine State Standards, Black Students will improve their reading skills as evidenced by 58 (fifty-eight) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT- Reading Assessment.

Given instruction using the Sunshine State Standards, students in grade 3-6 will improve their mathematics skills as evidenced by 62 (sixty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, Black will improve their mathematics skills as evidenced by 62 (sixty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Students With Disabilities (SWD) subgroup will improve their mathematics skills as evidenced by 62 (sixty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Economically Disadvantaged subgroup will improve their mathematics skills as evidenced by 62 (sixty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by 89 (eighty-nine) percent of students meeting or exceeding high standards on the 2008 administration of the FCAT-Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 53 (fifty-three) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Science Assessment.

Parental involvement in Carol City Elementary School's curriculum and programs will increase by five percentage points from the 2006-2007 school year of 45% to 50% for the 2007-2008 school year.

Given a school-wide emphasis on ensuring a safe and orderly learning environment, Carol City Elementary School will provide an environment conducive to learning for all students, as evidenced by a 10 (ten) percentage point decrease in the number of faculty and staff expressing their concern for an inadequate school-wide discipline plan on an end-of-year staff survey.

Given an emphasis on the use of technology to improve student achievement and to facilitate teaching, the percent of teachers participating in technology to effectively retrieve student data will increase by 50 (fifty) percent, as evidenced by a comparison of results from a beginning to year-end Needs Assessment Survey.

Given instruction using the Sunshine State Standards, the percent of students who achieve "Gold" status on the Fitness Gram will increase by 4(four) percentage points when compared to results of the previous school year of fifty-two percentage (52) points.

Given an increased emphasis in the area of Science, the student participation in the SECME program will increase by 5 percentage points from 20 participants in 2006 - 2007 to 25 participants in 2007 - 2008.

Carol City Elementary School will improve its ranking on Florida's Return on Investment (ROI) index publication from the 21st percentile in 2004 to the 22nd percentile in the next publication.

After reviewing and analyzing data from the most recent report of the District's Organizational Performance Improvement Snapshot Survey (OPIS), the two areas identified for improvement were Process Management and Business Results, with scores of 3.9 and 3.9 respectively.

Within the Process Management Category, item 6A indicates that the staff does not feel that they have the resources needed to do their job. Within the Business Results Category, item 7C indicates that staff does not understand how well our work location is doing financially. In-house professional development will be provided to staff regarding information as it relates to the expenditures and budget requirements.



School Improvement Plan 2007-2008



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.

0681 - CAROL CITY ELEMENTARY SCHOOL

VISION

Carol City Elementary School is committed to educational excellence and acceleration for all stakeholders, where we surpass standards and exceed expectations.

MISSION

The mission of Carol City Elementary School is to equip students to become academically proficient, performing at their maximum potential in a risk free learning environment where they acquire the knowledge, skills, and attitudes necessary to become contributing citizens, prepared to successfully compete in global job market.

CORE VALUES

QUALITY OF EDUCATION

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

REALIZED POTENTIAL

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

COOPERATION AND RESPONSIBILITY

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

School Demographics

SCHOOL PROFILE DEMOGRAPHICS

Facility/ Community

Carol City Elementary School is located at 4375 N.W. 173rd Drive in the City of Miami Gardens, Florida. The school was established in 1957, built on 11 acres of land. Our school will undergo a major paint project to include both interior and exterior painting. Additionally, a new Parent Drop-Off area and a new PE Shelter will be constructed.

Our school is located in a community comprised of families that have limited income. Ninety-five percent of the school population receives free or reduced lunch. There are no portable classrooms at our school.

Student Demographics

The ethnic/racial makeup of the student population is 77.3 percent Black, 20.3 percent Hispanic, 1.6 percent White and .8 percent other. Carol City Elementary School serves 650 Pre-Kindergarten through Sixth grade students from the adjacent neighborhood. Forty-nine students participate in the Voluntary Pre-kindergarten/Title I or the Pre-kindergarten Students With Disabilities Programs. Our Special Education population is comprised of Educable Mentally Handicapped (EMH), Specific Learning Disabled (SLD), and Gifted students. We have English Language Learners (ELL), comprising 0.066 percent of our student population.

Our school experienced many academic accolades in the 2006-2007 school-year, earning enough points (492) on the Florida's A+ Plan to be three points away from a school grade of "B" and achieving ninety-eight percent of criteria for No Child Left Behind (NCLB). While we celebrate our accomplishments, we realize that there are opportunities for improvement in the area of student achievement as evidenced by the following 2007 results of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Levels 1 and 2. Fifty percent of our students scored at FCAT Achievement Levels 1 & 2 in reading, forty-four percent of our students scored at FCAT Achievement Level in mathematics, and seventy-two percent of our students scored at FCAT Achievement Levels 1 and 2 in Science.

Unique Aspects: ADVANTAGES

The Parent-Teacher-Association (PTA) and the Parent Outreach Program, headed up by the school's Community Involvement Specialist, is instrumental in identifying families in need of assistance and providing both direct support and referrals to appropriate social service agencies.

Carol City Elementary School has formed partnerships, won honors and implemented programs that positively impact student achievement. Among those honors is the selection of Carol City Elementary School to be a NASA (National Aeronautics and Space Administration) Explorer school. The school has a Planetarium and a Star Lab located on the school's premises. The school implements the AWS Weather Bug Program. The AWS Weather Bug program provides interactive lessons correlated to the Sunshine State Standards (SSS) in science for all grade levels, and enables students to conduct on-going monitoring of local weather conditions and communicate with schools across the nation and compare weather data.

Carol City Elementary School has a partnership with Comcast Cable Communications, Inc.--a partnership that has encouraged parents, students, and staff to work together for the good of the school and of the community. In addition, Carol City Elementary School has received grants from Hewlett-Packard which have allowed for the purchase of additional computers and the installation of Smart Boards to enhance teaching through the use of technology.

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

Science, Engineering, Communication, Mathematics Enhancement Program (SECME) has encouraged student participation in Science and is instrumental in preparing students for the 5th grade FCAT in Science and the mastering of the SSS. The principal has convened monthly Chew and Chat sessions with the parents to provide a two-way communication forum. Carol City Elementary participates in Project Big Step, which focuses on the transition from the Head Start programs as a continuous process. Transition activities are coordinated between Head Start and Miami-Dade County Public Schools to support children and families as they make this transition.

Unique Aspects: AREAS OF CONCERN

The mobility rate for the school is (36) thirty-six percent. Because of the relatively low income bracket of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community.

Teacher Demographics

We have a strong competent team of teachers who personify the acronym TEAM . . . Together Everyone Achieves More. Our staff's ethnic breakdown in number and percent are as follows: White: (13) thirteen total (26- twenty-six percent), Black: (28) twenty-eight



School Improvement Plan

2007-2008



total (56- fifty-six percent), Native American: (1) one total (2- two percent) and Hispanic: (8) eight total 16- sixteen percent) . There is no concern regarding vacancies, recruitment, or retention of our teachers.

The Leadership Team of our school is made up of select faculty, staff and administrators. They are our Principal, Assistant Principal, Grade Level Team Leaders, School Counselor, Reading Coaches, Library Media Specialist, Microsystems Technician, Math-Science Facilitator, Writing-Language Arts Facilitator, Community Involvement Specialist, Social Worker, and Security Guard.

Class Size/ Teacher-to Student Ratio

The average class sizes by grade levels for general education is (17) seventeen percent for grades Pre-K-3rd and (28) twenty-eight percent for grades four through sixth. All SPED are served in inclusion and pull-out models to meet their academic needs.

The student to teacher ratios by grade levels are as follows: Pre-Kindergarten-12, Kindergarten-18, Grade 1-18, 2nd Grade- 18, 3rd Grade 17, 4th Grade 24, Fifth Grade-26, Sixth grade 34.

Attendance Rate

Comparative Trend data, 2005- 2006 and 2006-2007 show that our school has improved in student attendance. Attendance improved each quarter of the 2006-2007 school when compared to each quarter of the 2005-2006 school year. Compared to the district, with an average overall percentage of 94.96, our percentage was 94.95.

Feeder Pattern

Carol City Elementary is in the Carol City Senior High School feeder pattern. These schools are located in economically disadvantaged neighborhoods. Schools within the Feeder Pattern work closely to ensure a seamless transition for students through meetings and providing statistical data regarding students' performances on standardized tests prior to the beginning of the school year. The aforementioned ensures proper planning for students' academic acceleration.

Our sixth grade elementary students attend Carol City Middle School. Currently, Carol City Middle is categorized as an "F" school. The demographics for Carol City Middle School are consistent with that of Carol City Elementary School.

Special Programs

Title I

Because Carol City Elementary School is comprised of over ninety percent of its student body receiving free or reduced lunch, the school receives additional funding from the Federal Government to ensure a high quality education for students. The school, parents, and the community work as partners to improve student academic achievement.

ACADEMIC EXCELLENCE (ART & CHESS)

Chess and Art Appreciation are offered two days per week after-school from 3:20 p.m. until 4:50 p.m. through our Academic Excellence Program (AEP). Creative thinking skills and strategies to enhance and improve students' critical thinking skills and logical reasoning are incorporated in the delivery of the Chess program. The Art Appreciation Component incorporates critical thinking skills through art critique and art creation processes. Visual Thinking Strategies (VTS) are also incorporated in the program.

PROJECT-Higher Opportunities to Pursue Excellence (H.O.P.E.)

Carol City will implement Miami-Dade County Public School's Higher Opportunities to Pursue Excellence (H.O.P.E.) single-gender educational model for the 2007-2008 school year. Carol City Elementary School is one of only six schools in the District to be a part of this exciting initiative. The following are some of the goals for the H.O.P.E. Program which is implemented through the Highways to Success Initiative.

- Increase the focus on academic achievement by reducing on social distractions
- Increase opportunity to address learning styles and student interests
- Increase opportunity for leadership roles
- Increase self-confidence and self-esteem in boys and girls
- Reduce the math and science gaps for participating students
- Increase the academic performance and participation of boys in reading, and in the arts programs, particularly, music, art, drama, and foreign languages
- Increase opportunities to develop communication and decision making skills
- Provide opportunities to set goals

SECME

Carol City Elementary School implements SECME, a national strategic alliance to renew and strengthen the professional capacity of K-12 educators, motivate and mentor students, and empower parents so that all students can learn and achieve at higher levels. SECME encourages K-12 students to pursue careers in science, technology, engineering and mathematics through partnerships with local universities, government and industry agents.

School Community Relations/Partners

Our highly esteemed and appreciated Dade Partners are as follows: Books Are Fun/Reader's Digest, Church's Chicken, Comcast Cable Communications, Inc., Doctor's Medical Centers, Galaxy Skateway, McDonald's, Payless Shoes, Wal-Mart , World's Finest Chocolate Inc., and Tony Roma's Famous for Ribs

Grants



School Improvement Plan 2007-2008



The current grants at Carol City Elementary are Title I, Project H.O.P.E., Kids Ecology Corps and EXXON. In addition our school was invited to and applied for a Project Rise grant that would provide two National Board certified teachers to work with staff and students.

School Foundation

Leadership:

The administrative team works alongside the leadership team, teachers, and all stakeholders to ensure the academic success of each child. The old adage, "as iron sharpens iron, so does one man sharpen another," is a great description of the staff of Carol City Elementary School, which personifies the acronym, T.E.A.M. (Together, Everyone Achieves More). The administrative team works together to ensure the successful academic achievement of the students entrusted to them. Their journey on the road to ensuring optimal student achievement begins with believing that all children can and will learn when taught at their academic level of need, which is echoed in every classroom and throughout the school.

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the "leadership" category, comprised of seven items, received an overall rating of 4.1. Of the seven areas, two received the lowest rating, 1e, with a rating of a 4.0 (My supervisor encourages learning that will help me advance my career) and 1g, with a rating of a 3.8 (My work location asks me what I think).

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team and school's EESAC to determine ways to better assist staff in career advancement and to gather input regarding issues of the school.

District Strategic Planning Alignment:

The goal for our staff is to become the personification of the acronym T.E.A.M., (Together, Everyone Achieves More). Staff members are critical in the process of setting goals and objectives for the school. Working with the school's EESAC, pertinent data are analyzed and decisions are made for the betterment of the school. Committees are formed to establish targets and meet regularly to ensure that adequate progress is made toward the established targets.

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the "District Strategic Planning Alignment" category, comprised of four items, the lowest rating was 3.7. This area was 2a. (As it plans for the future, my work location asks for my ideas). The other three areas received a ratings of 3.9, 3.9 and 4.1.

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team and school's EESAC to determine ways to better involve staff making future plans for the school.

Stakeholder Engagement:

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that "Stakeholder Engagement" category, comprised of six items, received an overall rating of 4.2. Of the five areas rated, the lowest are 3d (I ask my customers if they are satisfied or dissatisfied with my work) and 3e (I am allowed to make decisions to solve problems for my customers), both receiving a rating of 4.0.

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team and school's EESAC to determine ways to better assist staff in determining customers' needs and wants.

Faculty & Staff:

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the "Faculty and Staff" category, comprised of seven items, received an overall rating of 4. Of the seven areas rated, the lowest 5c (I have a safe workplace) received a rating of 3.8.

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team and school's EESAC to determine ways to better assist staff in feeling secure in the workplace.

Data/Information/Knowledge Management:



School Improvement Plan

2007-2008



An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the "Data Management" category, comprised of seven items, received an overall rating of 4.2. Of the seven areas rated, the lowest 5c (I get the information that I need to know about how my work location is doing) received a rating of 4.0.

Given the aforementioned results reflecting the perception of the staff, the principal will work closely with the leadership team and school's EESAC to determine ways for the staff to receive the information they need to know about how our work location is doing.

Education Design:

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the "Education Design" category, comprised of five items, received an overall rating of 3.9. Of the five areas rated, the lowest 6a (I can get all the resources I need to do my job) received a rating of 3.7.

Given the aforementioned results reflecting the educational design related to the work site, the principal will work closely with the leadership team and school's EESAC to determine ways to better assist staff in getting the resources they need to do their jobs.

Performance Results:

An analysis of results from the Organizational Performance Improvement Snapshot survey showed that the "Performance Results" category, comprised of ten items, received an overall rating of 3.9. Of the ten areas rated, the lowest 7c (I know how well my work location is doing financially) received a rating of 3.3.

Given the aforementioned results reflecting the educational design related to the work site, the principal will work closely with the leadership team and school's EESAC to determine ways to better assist staff to know how well the work location is doing financially.

Schools Graded 'C' or Below

Professional Development:

Professional development is delivered through highly trained Reading Coaches who provide professional development by starting with a needs assessment administered at the beginning of the school year which identifies teachers' areas for which they feel they require more support. Additionally, analyzed data by benchmarks from the FCAT are reviewed. Areas for which students performed poorly become areas for targeted professional development.

In addition, support is provided through the Regional Center 1 office and district. A web-based menu of professional development opportunities is accessible through the district's web page where teachers are able to find specific offerings that address their professional development needs. The district also offers online courses on various professional development topics.

Disaggregated Data :

The district's web-based data management tool, Edusoft, facilitates data management that drives instruction and determines the effectiveness of instructional strategies. On-going assessments, base-line, bi-weekly, and interim assessments are entered into the data management system. The system provides a quick and thorough means to analyze assessments by benchmarks. Strategies are discussed in grade level meetings to address the areas for which students performed poorly. Strategies are adjusted as needed based on the outcome of the assessment results. Areas for which benchmarks were not mastered are discussed in grade level meetings. Strategies are discussed and implemented between assessments. If the assessment results improve, based on the instructional strategies employed, the strategy was a success. However, if the assessment results do not remedy the deficit, the strategy implemented must be revisited and revised to meet the student achievement need of the students.

Informal and Formal Assessments:

At the beginning in the school year, in August, a comprehensive base-line assessment is administered, consisting of at least 5 questions per benchmark, to students to determine the proficiency levels of students, and to serve as a guide for the implementation of instructional strategies and tutorial needs.

Bi-Weekly Assessments

Bi-weekly assessments on benchmarks are administered to ensure proficient monitoring of students progression on the Sunshine State Standards and to effectively "drive" instruction and tutorials.

District Interim Assessments

District Interim Assessments are administered three times a year as more comprehensive "snapshot" of how students are progressing toward mastery of the Sunshine State Standards.

FCAT Simulated Assessment

An FCAT "dry-run" is implemented in December or January that simulates the actual testing conditions that students would experience during the actual administration of the FCAT. The school operates in "testing mode" to give students the actual "feel" for the test.

Alternative Instructional Delivery Methods :

The district's web-based data management tool, Edusoft, facilitates data management that drives instruction and determines the effectiveness of instructional strategies toward students' mastery of the Sunshine State Standards. Ongoing assessments, base-line, bi-weekly, and interim assessments are entered into the data management system. The system provides a quick and thorough means to analyze assessments by benchmarks. Strategies are discussed in grade level meetings to address the areas for which students performed poorly. Strategies are adjusted as needed based on the outcome of the assessment results. Areas for which benchmarks were not mastered are discussed in grade level meetings. Strategies are discussed and implemented between assessments. If the assessment results improve, based on the instructional strategies employed, the strategy was a success. However, if the assessment results do not remedy the deficit, the strategy implemented must be revisited and revised to meet the student achievement need of the students.

We will target the bottom 33 percent of low performing students in grades 3-6. The students scoring in the lowest 33 percent in reading and mathematics are serviced using a variety of interventions and methods. Some of the methods and interventions employed are:

- 1 Intensive Classes that serve the Bottom 33%
- 2 In-school tutorial programs, comprised of both "push-in" and "pull-out" models
- 3 After school tutorials
- 4 Before school tutorials
- 5 Saturday tutorials
- 6 Flexible instructional groupings for reading, mathematics, and science.
- 7 Assistance provided by the school's Reading Coaches & Mathematics/ Facilitator
- 8 Common planning time for teachers to meet and plan for students' needs

Additional assistance and interventions provided to the lowest thirty-three percent are as follows:

GRADE LEVEL CONFIGURATIONS

Grades 3, 5, and 6 are configured such that there is an Intensive Class, comprised of students who scored at FCAT Achievement Levels 1 and/ or 2 at each grade level. These students are proven to have fallen short of the standards in reading and mathematics as evidenced by previous FCAT scores. These students will receive a more intensified delivery of instruction.

Not all students who scored at FCAT Achievement Level 1 or 2 are able to be a part of the Intensive Class. For the remainder, they are instructed in flexible instructional groupings during the school day.

FLEXIBLE INSTRUCTIONAL GROUPINGS

Students, not a part of the Intensive Classes, will be instructed in flexible instructional groupings where they are homogeneously grouped for instruction for reading and mathematics. The groups are flexible and students are regrouped for instruction based on the results of ongoing performance data.

TUTORIAL PROGRAMS

Our tutorial programs are designed to meet the academic needs of students before, after, and during school. We also have a Fun, Pizza, and Learning (FPL) Saturday tutorial, where students receive breakfast, a pizza lunch, and door prizes for attending.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

The results the 2007 FCAT-Reading administration indicate that 50 (Fifty) percent of the students tested in grades 3 through 6 met high standards in reading made learning gains. Students With Disabilities (SWD) and Economically Disadvantaged students did not meet adequate yearly progress (AYP) as per standards set forth in No Child Left Behind.

An analysis of the reading Content Cluster data indicates that students in Grades 3 through 6 scored below the State and District and obtained 50 (fifty) percent or less of the total possible points for each benchmark assessed 2007 FCAT Administration.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 58 (fifty-eight) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 58 (fifty-eight) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT- Reading Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students will improve their reading skills as evidenced by 58 (fifty-eight) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT- Reading Assessment.

Given instruction using the Sunshine State Standards, Black Students will improve their reading skills as evidenced by 58 (fifty-eight) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT- Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Appoint an additional Reading Coach to provide support to teachers with instructional strategies and professional development.	Administration	8/10/07	6/13/08	Succession Management	0
Create grade level configurations to provide low student-teacher ratio, and intensive instruction for students scoring Level I and II on the 2007 FCAT Reading test in grades 3, 5 and 6.	Administration	8/20/07	6/5/08	Education Innovation	0
Departmentalize grades 3 through 6 and provide flexible grouping for instruction based on 2007 FCAT Reading data.	Administration, Teachers,	8/20/07	6/05/08	Continuous Improvement Model	0
Implement and monitor school-wide differentiated instruction based on the data.	Administration, Reading Coaches, Teachers,	8/20/07	6/05/08	Continuous Improvement Model	0
Create grade level configurations to provide low student-teacher ratio, and intensive instruction for Students with Disabilities in grades 3 - 6	Administration, ESE Teachers, Classroom Teachers, Paraprofessionals	8/20/07	6/05/08	Other/ Not Applicable	0
Administer a comprehensive baseline assessment to determine instructional needs.	Administration, Reading Coaches, Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Administer a comprehensive baseline assessment to Students with Disabilities to determine instructional needs.	Administration, Reading Coaches, ESE Teachers, Classroom Teachers	8/20/07	06/05/08	Continuous Improvement Model	0
Provide continuous professional development to support the Comprehensive Reading Research Plan.	Administration, Reading Coaches, Reading First, District and Regional Support Specialists,	8/20/07	06/05/08	District-wide Literacy Plan	0
Provide Immediate Intensive Intervention for Students with Disabilities using Voyager and Success Maker.	Administration, Reading Coaches, ESE Teachers Hourly Teachers, Paraprofessionals	8/20/07	6/05/08	Continuous Improvement Model	0
Analyze baseline data using Edusoft.	Administration, Reading Coaches, Teachers	8/20/07	6/05/08	Continuous Improvement Model	0

Feature Sunshine State Standards mini-lessons where Reading Coaches highlight the bi-weekly focus skill on the morning announcements, including tips for working with the featured benchmark.	Administration, Reading Coaches	8/28/07	6/05/08	District-wide Literacy Plan	0
Provide Immediate Intensive Intervention for students scoring Level I and II on the 2007 FCAT Reading test using Voyager and Success Success Maker.	Administration, Reading Coaches, Hourly Teachers, Paraprofessionals	8/20/07	06/05/08	District-wide Literacy Plan	0
Implement and monitor differentiated instruction to Students with Disabilities based on the data.	Administration, Reading Coaches, ESE Teachers, Classroom Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Administer bi-weekly benchmark assessments and analyze data using Edusoft.	Administration, Reading Coaches, Teachers	8/20/07	6/05/08	Continuous Improvement Model	4000
Administer the District Interim Assessment three times per year.	Administration, Reading Coaches, Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Administer bi-weekly benchmark assessments to Students with Disabilities and analyze data using Edusoft.	Administration, Reading Coaches, ESE Teachers Classroom Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Promote and monitor independent reading with Accelerated Reader.	Administration, Teachers, Media Specialist	8/20/07	6/05/08	Continuous Improvement Model	500
Implement "Pullout" and "Push in" tutoring support to provide additional assistance for individual student needs based on the data.	Administration, Reading Coaches, Hourly Teachers, Paraprofessionals	8/20/07	6/05/08	Continuous Improvement Model	20000
Initiate "Pullout" and "Push in" tutoring to provide additional assistance for Students with Disabilities.	Administration, Reading Coaches, ESE Teachers Hourly Teachers, Paraprofessionals	8/20/07	6/05/08	Continuous Improvement Model	6000
Create, distribute, and implement a benchmark calendar based on the results of the baseline data and provide instructional strategies for each benchmark.	Administration, Reading Coaches, Teachers	8/20/07	6/05/08	Continuous Improvement Model	200
Initiate Before and After School Tutoring to address individual student needs of Students with Disabilities.	Administration, ESE Teachers Classroom Teachers	9/10/07	6/05/08	Continuous Improvement Model	10000
Implement the Plan-Do-Study-Act Model to improve student achievement.	Administration, Reading Coaches, Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Initiate Before and After School Tutoring to address individual student needs related to Sunshine State Standards and evaluate the effectiveness of the program by analyzing the results of pre and post tests.	Administration, Teachers	9/10/07	6/05/08	Continuous Improvement Model	6000
Utilize the District's Pacing Guides	Teachers, Administration	8/20/07	6/05/08	District-wide Literacy Plan	0

Research-Based Programs



School Improvement Plan 2007-2008



Houghton Mifflin Core Reading Program

FCAT Explorer

Riverdeep

STAR

Success Maker

Voyager Passport

Learning Today

Read 180

Accelerated Reader

Professional Development

Professional development will be provided based on the outcome of surveys completed by teachers, data from formative and summative assessments, and areas suggested by administration.

Ongoing professional development will be offered on the second Wednesday of each month, where teachers will receive Master Plan Points (MPP) toward recertification.

Topics for the 2007-2008 school year include, but are not limited to: Differentiated Instruction, Guided Reading, Utilizing Center Effectively, Reciprocal Teaching and specific trainings on the Sunshine State Standards Benchmarks

Evaluation

Summary of Assessments

Formative (Target of 70% mastery)

- Comprehensive Baseline Assessment
- Bi-weekly Benchmark Assessments
- District Interim Progress Assessments
- Classroom Assessments
- DIBELS Assessments

Summative Assessments (Target of 58% mastery)

- FCAT-SSS
- FCAT-NRT
- Comprehensive Post Test

Evaluation of Reading Tutorial Program:

Pre/Post Test (70% mastery)

Ongoing communication between Supplemental Educational Services (SES) provider(s) and school.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

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

Needs Assessment

The results of the 2007 FCAT-Mathematics administration indicate that 56 (fifty-six) percent of students tested in grades 3 through 6 met high standards in mathematics, an eleven percentage point increase from the 2006 administration. In addition, 69 (sixth-nine)percent of students in grades 3-6 made learning gains, a seventeen percentage point increase (from fifty-two percent) over students making learning gains on the 2006 administration of the FCAT.

All subgroups met Adequate Yearly Progress (AYP) under the mandates for No Child Left Behind (NCLB). However, an analysis of the data reflect a need for a school-wide focus for the area of number sense.

A review of the 2007 FCAT Mathematics results show that our students scored less than the district, state, and acquired below the total possible points for the Number Sense benchmark. Fifty (50) percent of upcoming 4th graders, fifty-five (55) percent of upcoming 5th graders, and forty-six (46) percent of the upcoming 6th graders, scored at or above FCAT Achievement Level 3 on the 2007 administration of FCAT Mathematics in the area of Number Sense. On average, fifty percent of our students were proficient on this benchmark. We must work strategically, and in a focused manner to ensure improvement. To be successful, we must have a school-wide effort to ensure that students acquire the necessary skills to attain proficiency on this benchmark.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 3-6 will improve their mathematics skills as evidenced by 62 (sixty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, Black will improve their mathematics skills as evidenced by 62 (sixty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Students With Disabilities (SWD) subgroup will improve their mathematics skills as evidenced by 62 (sixty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Economically Disadvantaged subgroup will improve their mathematics skills as evidenced by 62 (sixty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development by administration and EDA Acaletics Consultant	Administration and EDA Acaletics Consultant	6/28/07	6/05/08	Continuous Improvement Model	0
Review FCAT data and specific student needs during the preliminary planning meeting for teachers in grades three through six.	Administration/ 3rd – 6th grade teachers	8/31/07	8/31/07	Continuous Improvement Model	0
Integrate science and mathematics curriculum to maximize instruction and planning.	Administration and Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Provide opportunities for students to work cooperatively using manipulatives and problem solving techniques, in order to develop higher order thinking skills.	Administration and Teachers	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement the Plan-Do-Study-Act model to improve student achievement.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Administer District and School assessments aligned with the Sunshine State Standards to monitor and adjust curriculum as needed for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Create “Pull-out” and “Push-in” Tutoring to provide additional assistance for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Retired MDCPS TeachersAdministration , Paraprofessionals	8/20/07	6/05/08	Continuous Improvement Model	0
Create “Pull-out” and “Push-in” Tutoring to provide additional assistance for Black Students, Students with Disabilities, and Economically Disadvantaged Students.	Retired MDCPS TeachersAdministration , Paraprofessionals	8/20/07	6/05/08	Continuous Improvement Model	0
Establish Intensive-Remedial classes for grades three, four, five and six to focus on individual needs of African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration	8/20/07	6/05/08	Continuous Improvement Model	0
Present opportunities for students to work cooperatively using manipulatives and problem solving techniques, in order to develop higher order thinking skills with African-American Students, Students with Disabilities, and Economically Disadvantaged Students..	Administration / Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Administer EDA Acaletics Pretests to establish baseline data for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration / Teachers / EDA Acaletics Representative	8/20/07	6/05/08	Other/ Not Applicable	0
Administer EDA Acaletics Posttests to determine student progress and growth for African-American Students, Students with Disabilities, and Economically Disadvantaged Students..	Administration / Teachers / EDA Acaletics Representative	8/20/07	6/05/08	Other/ Not Applicable	0

Implement the Plan-Do-Study-Act model to improve student achievement for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration / Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Conduct grade level/ administrative meetings to discuss, and if necessary, realign instructional calendar and strategies based on the results of on-going instruction.	Administration/ Grade Level Teachers / EDA ACALETIC Consultant	8/20/07	6/05/08	Other/ Not Applicable	38500
Establish Intensive-Remedial classes for grades three, four, five and six to focus on individual needs of low-performing students.	Administration / 3rd – 6th grade teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Distribute an Instructional Focus Calendar to support implementation of Sunshine State Standards, objectives, and benchmarks.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Conduct regular grade level/ administrative meetings to discuss, and if necessary, realign instructional calendar based on on-going assessment results for African-American Students, Students with Disabilities, and Economically Disadvantaged Students..	Administration / Grade Level Teachers / EDA Acaletic Representative	8/20/07	6/05/08	Continuous Improvement Model	0
Administer district and school-level assessments aligned to the Sunshine State Standards to identify students' strengths and areas for improvement, and to monitor and adjust curriculum as needed.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Appoint a Science/Math Facilitator to provide support with instructional strategies and small group instruction.	Administration	8/20/07	6/05/08	Other/ Not Applicable	
Disaggregate data and configure flexible, instructional groupings based on assessment results.	Administration / 3rd – 6th grade instructors	8/20/07	6/05/08	Continuous Improvement Model	0
Create "Pull-out" and "Push-in" Tutoring to provide additional assistance for individual student needs	Retired M-DCPS Teachers, Paraprofessionals Administration	9/04/07	6/05/08	Continuous Improvement Model	0
Administer EDA Acaletics Monthly Progress Tests to monitor student progress.	Administration / Teachers / EDA Acaletics Representative	9/28/07	6/05/08	Other/ Not Applicable	0
Implement Before- and After-School Tutoring to address individual student needs related to Sunshine State Standards for African-American Students, Students with Disabilities, and Economically Disadvantaged Students.	Administration / Teachers	9/04/07	6/05/08	Continuous Improvement Model	0
Initiate the use of Learning Today, a web-based curriculum to address the individual skills of African-American Students, Students with Disabilities, and Economically Disadvantaged Students, in correlation to FCAT Sunshine State Standards.	Administration / Teachers	10/15/07	6/05/08	Other/ Not Applicable	0
Administer EDA Acaletics Posttests to determine student progress and growth.	Administration / Teachers EDA Acaletics Representative	4/21/08	4/25/08	Continuous Improvement Model	0
Administer EDA Acaletics Pretest to establish baseline data for determining students' strengths and areas in need of improvement.	Administration / Teachers / EDA Acaletics Representative	8/20/07	8/24/07	Continuous Improvement Model	0
Develop, and implement an Instructional Focus Calendar to support the instruction of the Sunshine State Standards, objectives, and benchmarks, making necessary adjustments as needed.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Initiate Before and After School Tutoring to address individual student needs related to Sunshine State Standards and evaluate the effectiveness of the program by analyzing the results of pre and post tests.	Administration/ Teachers	9/04/07	6/05/08	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



Harcourt Mathematics Series, 2005 is currently being used

Riverdeep

FCAT Explorer

Learning Today

EDA Acaletics

Voyager Math (5th grade only)

Success Maker

Professional Development

Professional development will be provided based on the outcome of surveys completed by teachers, data from formative and summative assessments, and areas suggested by administration.

Ongoing professional development will be offered on the second Wednesday of each month, where teachers will receive Master Plan Points (MPP) toward recertification.

Success Maker
Riverdeep
FCAT Explorer
Strategies for Teaching the Sunshine State Standards
Number Sense
Measurement
Geometry and Spatial Sense
Algebraic Thinking
Data Analysis

Evaluation

This objective will be evaluated by 62 (sixty-two) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of FCAT-Mathematics.

In addition, students' progress toward mastery of the Sunshine State Standards will be measured by a process of collecting and analyzing data from classroom assessments and monthly assessments from EDA Acaletics. Assessment results will drive instructional decisions and determine which modifications to strategies and/or interventions are required.

In addition, this objective will be evaluated by 62 (sixty-two) percent of the Students With Disabilities (SWD) subgroup scoring at or above FCAT Achievement Level 3 or above on the 2008 administration in FCAT-Mathematics.

This objective will also be evaluated by 62 (sixty-two) percent of the Economically Disadvantaged students scoring at or above FCAT Achievement Level 3 on the 2008 administration of FCAT Mathematics.

Summary of Assessments

Formative

- Comprehensive Pre-Test
- Bi-weekly Benchmark Assessments
- District Interim Progress Assessments
- Classroom Assessments
- EDA Assessments

Summative Assessments

- FCAT-SSS
- FCAT-NRT
- Comprehensive Post Test

Evaluation of Mathematics Tutorial Program:
Pre/Post Tests

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

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

Needs Assessment

The 2007 FCAT-Writing+ results show that 88 (eighty-eight) percent of students tested in grade 4 (four) met or exceeded established high standards in writing for the essay portion of the assessment. However an analysis of the Writing+ component showed that fifty (50) percent of grade four students scored at or received the maximum points for "focus". A school-wide focus in the aforementioned area is needed to improve this component.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by 89 (eighty-nine) percent of students meeting or exceeding high standards on the 2008 administration of the FCAT-Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a school wide District pretest and analyze results in order to identify areas of strengths and weaknesses in writing.	Teachers, Reading Leader, reading Coach, Administrators	8/27/07	9/07/07	District-wide Literacy Plan	0
Create a school- wide writing calendar indicating dates for the administration of school-wide writing prompts and/or thematic writing and indicating dates for submission for showcasing.	Teachers Reading Leader Reading Coach Administrators	9/17/07	9/24/07	Continuous Improvement Model	0
Continue school wide focus on writing by administering monthly prompts to students in grades K-6.	Teachers Reading Leader Reading Coach Administrators	10/09/07	6/05/08	Continuous Improvement Model	0
Develop a themed monthly writing showcase which will highlight one piece of writing from each class in grades K-6 for display and for inclusion in a permanent school writing portfolio.	Teachers Reading Leader Reading Coach Administrators	10/09/07	6/05/08	Other/ Not Applicable	0
Provide tutoring for fourth grade students with a focus on improving students' writing proficiency.	Administrators	11/14/07	2/13/08	Continuous Improvement Model	0
Administer a baseline writing test to fourth grade students and analyze results to identify areas of strengths and weaknesses in writing.	Teachers Reading Leader, Reading Coach	8/20/07	8/25/07	Continuous Improvement Model	0
Hold writing conferences with a focus on fourth grade writers in order to improve Student writing proficiency	Teachers Administrators	10/09/07	02/13/08	Continuous Improvement Model	0
Conduct ongoing "Writing Right" professional development for teaching writing to teachers.	Writing Coach	9/12/07	6/05/08	Other/ Not Applicable	0
Apoint a Writing Coach to work with teachers to improve the writing proficiency of students	Administrators, Writing Coach	8/16/07	6/06/08	Other/ Not Applicable	0

Research-Based Programs

Comprehensive Research-based Reading Plan

Professional Development

Professional development will be provided based on the outcome of surveys completed by teachers, data from formative and summative assessments, and areas suggested by administration.

Ongoing professional development will be offered on the second Wednesday of each month, where teachers will receive Master Plan Points (MPP) toward recertification.

Teaching Expository and Narrative Writing Strategies, Great Beginnings and Endings in Writing, and FCAT Writing+ Techniques and Strategies.

Evaluation



School Improvement Plan 2007-2008



This objective will be met by 89 (eighty-nine) percent of students receiving a score of 3.5 or greater on the 2008 administration of FCAT-Writing+ Assessment.

Summary of Assessments

- | Formative | Summative Assessments |
|-------------------------------|------------------------|
| - Baseline Writing Assessment | -FCAT Writing+ Results |
| - Monthly Writing Prompts | |
| - Classroom Assessments | |

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

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

Needs Assessment

Results of the 2007 FCAT-Science scores show that 28 (twenty-eight) percent of Carol City Elementary School's fifth grade students met high standards, a 22 (twenty-two) percentage point increase over the previous school year. A continued and intense focus will be placed on the area of science instruction, strategies, and interventions, to increase the acquisition and proficiency of students' science skills.



School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 53 (fifty-three) percent of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT-Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review FCAT data and specific student needs during the preliminary planning meeting for teachers in grade five.	Administration, 5th grade instructors	8/17/07	8/17/07	Continuous Improvement Model	0
Provide professional development opportunities for staff by administration, staff members, and region/district support personnel.	Administration/Region Support Staff	8/20/07	6/05/08	Continuous Improvement Model	0
Administer district and school-level assessments aligned to the Sunshine State Standards to identify students' strengths and areas for improvement, and to monitor and adjust curriculum as needed.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Conduct monthly grade level administrative meetings to discuss, and if necessary, realign instructional calendar to support instruction of Sunshine State Standards.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Appoint a Science/Math Facilitator to provide support with instructional strategies and small group instruction.	Administration	8/16/07	6/06/08	Other/ Not Applicable	0
Disaggregate and configure flexible, instructional groupings based on results.	Administration / 3rd – 6th grade instructors	8/20/07	6/05/08	Continuous Improvement Model	0
Integrate science and mathematics curriculum to maximize instruction and planning.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Present opportunities for students to work cooperatively using manipulatives and problem solving techniques, in order to develop higher order thinking skills.	Administration / Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Create, distribute, and implement an Instructional Focus Calendar to support implementation of Sunshine State Standards objectives and benchmarks and monitor students' science skills acquisition.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model to improve student achievement.	Administration / Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Establish the "Discovery Lab" which will provide two-hour hands-on, minds-on lab experiences for students.	Administration / Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Implement "Power Writing" as a culminating activity for lab activities.	Administration/ Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Continue partnership with National Aeronautics and Space Administration (NASA) as an identified "NASA Explorer School," which will provide integration and intensive curriculum in alignment of Sunshine State Standards	Administration / Teachers	8/20/07	6/05/08	Business Process Redesign	0
Administer Science Pretests to establish baseline data for students science proficiency.	Administration/Teachers / EDA Acaletics Representative	8/20/07	8/31/07	Continuous Improvement Model	0
Host NASA Educational Specialist to work directly with all fifth grade students targeting FCAT Sunshine Standards related to Earth and Space.	Administration/NASA Educational Specialist	9/17/07	2/28/08	Other/ Not Applicable	0
Provide instruction of Science-Engineering-Communications-Mathematics-Enhancement (SECME) for students to reinforce and enhance objectives which are aligned to the Sunshine State Standards	Administration/Science Facilitator/Teachers	9/26/07	6/05/08	District-wide Literacy Plan	0
Administer on-going science assessments as a means of monitoring students' acquisition of the Sunshine State Standards.	Administration / Teachers	5/19/08	5/23/08	Continuous Improvement Model	0
Administer biweekly assessments to monitor proficiency of the Sunshine State Standards.	Administration / Teachers	9/18/07	6/05/08	Continuous Improvement Model	0

Research-Based Programs

Scott-Foresman Science 2008

Professional Development



School Improvement Plan 2007-2008



Professional development will be provided based on the outcome of surveys completed by teachers, data from formative and summative assessments, and areas suggested by administration.

Ongoing professional development will be offered on the second Wednesday of each month, where teachers will receive Master Plan Points (MPP) toward recertification.

Topics for the 2007-2008 school year include, but are not limited to:

- Strategies for Teaching
- The Nature of Matter
- Energy
- Force and Motion
- Processes that Shape the earth
- Earth and Space Science
- Process of Life
- How Living Things Interact with the Environment
- The Nature of Science

Evaluation

The 2008 FCAT Science school report will show that 53 (fifty-three) percent of fifth graders taking FCAT-Science will score at or above FCAT Achievement Level 3.

Summary of Assessments

Formative

- Comprehensive Pre-Test
- Bi-weekly Benchmark Assessments
- District Interim Progress Assessments
- Classroom Assessments

Summative

- FCAT-SSS
- Comprehensive Post Test

Evaluation of Science Tutorial Program
Pre/Post Test

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

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

Needs Assessment

Recent student achievement data show that Carol City Elementary School, although making progress, must increase the percentage of students scoring at or above the proficiency level on the Florida Comprehensive Assessment Test (FCAT) in all areas. While the school is committed to employing strategies and interventions to ensure that students reach and exceed the aforementioned goal, we also recognize the importance of solid, supportive parental involvement where all parties work toward the common goal of ensuring that all students score at or above proficiency levels, and acquire the knowledge and skills necessary for school success.

Measurable Objective

Parental involvement in Carol City Elementary School's curriculum and programs will increase by five percentage points from the 2006-2007 school year of 45% to 50% for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Survey parents through a "Parent Interest Survey" to discover topics of interests and needs for training.	Administrators, Community Involvement Specialist	8/20/07	06/05/08	Continuous Improvement Model	0
Provide Parent Workshops in each curriculum area to demonstrate effective strategies that parents can use to promote reading, writing, mathematics and science skills.	Administrators, Community Involvement Specialist	8/20/07	6/05/08	Other/ Not Applicable	0
Encourage parent volunteers to assist in classroom activities.	Administrators, Community Involvement Specialist	8/20/07	6/05/08	Other/ Not Applicable	0
Continue to assign Community Involvement Specialist who will provide parent contact and promote parental involvement.	Administration	8/20/07	6/05/08	Other/ Not Applicable	0
Continue to implement monthly Chew and Chat with the Principal meetings with parents to promote an open forum for parents to communicate needs and concerns about the school	Administrators, Community Involvement Specialist	8/20/07	6/05/08	Other/ Not Applicable	0
"Meet the Teacher Night."	Administration, Staff	8/17/07	8/17/07	Other/ Not Applicable	0

Research-Based Programs

National Standards for Parent and Family Involvement Programs

Professional Development

Parents will be surveyed to find out areas of interests and needs for trainings. The school will utilize the district's Parent Academy to meet the needs and interests of parents for trainings.

Evaluation

Fifty percent of parents will attend at least one school event and/ or training for the 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

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

Needs Assessment

The analysis from a teacher survey administered at the end of the 2006-2007 school year showed that ninety-five (95) percent of the teachers expressed a concern for an inadequate school-wide discipline plan. In order to ensure that each student excels academically in all areas, it is necessary to formulate and implement a school-wide discipline plan.

Measurable Objective

Given a school-wide emphasis on ensuring a safe and orderly learning environment, Carol City Elementary School will provide an environment conducive to learning for all students, as evidenced by a 10 (ten) percentage point decrease in the number of faculty and staff expressing their concern for an inadequate school-wide discipline plan on an end-of-year staff survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Convene a task force to review current discipline issues and to formulate a school-wide discipline and cafeteria plan.	Administrators, Teachers	7/16/07	7/17/07	Other/ Not Applicable	0
Presentation to faculty and staff of discipline and cafeteria plans	Administrators, Teachers	8/17/07	8/17/07	Other/ Not Applicable	0
Implement school-wide point system for Discipline and Cafeteria Plan	Administrators, Faculty and Staff	8/20/07	6/05/08	Other/ Not Applicable	0
Implement incentive plan for cafeteria behavior.	Administrators, Faculty and Staff	8/20/07	6/05/08	Other/ Not Applicable	0
Monitor plan regularly and make adjustments as needed.	Administrators, Faculty and Staff	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

The Canter Model

5000 Role Models Program

The West Tampa Elementary School-Wide Behavior Plan

Professional Development

Workshops will be offered to staff on:

- * Carol City Elementary School Wide Behavior Plan
- * The Dade County Code of Student Conduct
- * Assertive Discipline in the classroom
- * Effective parent communication
- * Critical Incident Response Plan
- * Lockdown Procedures
- * Incidents involving bomb threats, severe weather, shooting/stabbing, medical emergency, etc.

Evaluation

This objective will be evaluated by a ten (10) percentage point decrease in the number of faculty and staff expressing a concern for an inadequate school-wide discipline plan when comparing the 2006-2007 survey results to the survey results for 2007-2008.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

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

Needs Assessment

After analyzing the faculty Needs Assessment Survey, the data showed that fifty 50 (fifty) percent of the faculty was in need of professional development in order to effectively retrieve student data. Additional professional development is also necessary to ensure effective use of all technological equipment and programs.

Measurable Objective

Given an emphasis on the use of technology to improve student achievement and to facilitate teaching, the percent of teachers participating in technology to effectively retrieve student data will increase by 50 (fifty) percent, as evidenced by a comparison of results from a beginning to year-end Needs Assessment Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Accelerated Reader to continually monitor comprehension of books read at independent level.	Administrators, Media Specialist, Classroom Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Improve student achievement and engage faculty through the implementation of mobile technology in the classroom.	Administrators, Classroom Teachers	8/20/07	6/05/08	District-wide Literacy Plan	0
Provide faculty, staff and students training in Edusoft and PMRN.	Administrators, Media Specialist, Classroom Teachers	8/20/07	6/05/08	District-wide Literacy Plan	0
Provide a Needs Assessment to determine in which technological areas teachers need training.	Administrators	8/20/07	6/05/08	Continuous Improvement Model	0
Provide training in Success Maker which will enable students to increase their reading and comprehension skills.	Administrator	9/10/07	6/05/08	Continuous Improvement Model	0

Research-Based Programs

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

- Success Maker
- Riverdeep
- FCAT Explorer
- Voyager Passport
- Accelerated Reader
- STAR

Professional Development

- PMRN
- Edusoft
- Riverdeep
- FCAT Explorer
- Accelerated Reader
- STAR

Evaluation

This objective will be successfully met by comparing survey results from the beginning of the 2007-2008 school year to the year-end survey results of 2007-2008 school year, where the number of teachers that require additional training in retrieving student achievement data via the PMRN or Edusoft website, will decrease from 30 to 20, in response the survey question, "I require assistance in retrieving student achievement data."

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Carol City Elementary School will develop health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

Needs Assessment

National statistics show that students are vastly overweight, there is an increase in heart-related diseases along with diabetes, and there is a need for increased cardiovascular fitness. The stakeholders feel that the aforementioned data apply to the students of Carol City Elementary school and presents an area requiring focus.

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students who achieve "Gold" status on the Fitness Gram will increase by 4(four) percentage points when compared to results of the previous school year of fifty-two percentage (52) points.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Dedicate an appropriate amount of instructional time to fitness related activities.	Physical Education Instructors	08/20/07	06/05/08	District-wide Literacy Plan	0
Increase cardiovascular awareness through various physical fitness activities.	Physical Education Instructors	08/20/07	06/05/08	Other/ Not Applicable	0
Administer a physical fitness pre/post-test.	Physical Education Instructors	08/20/07	06/05/08	Continuous Improvement Model	0
Develop an action plan to meet the goals and objectives as stated.	Physical Education Instructors	08/20/07	06/05/08	Other/ Not Applicable	0
Provide opportunities for students to realize the importance of eating healthy nutritious foods.	Administrator, PE Teachers	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Fitness Gram

Professional Development

Professional development will be provided by the district as needed.

Evaluation

The results of the administration of the 2007-2008 Fitness Gram Program will be analyzed and evaluated in order to determine future needs in the area of physical education.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Carol City Elementary will provide enrichment in the area of Science through the implementation of the Science Engineering Communication Mathematics Enhancement (SECME) program. The skills acquired will equip the students to further master the Sunshine State Standards.

Needs Assessment

An analysis of the FCAT Science data shows that Carol City Elementary 5th grade students scored significantly below the district and state on the 2007 administration of FCAT Science.

Measurable Objective

Given an increased emphasis in the area of Science, the student participation in the SECME program will increase by 5 percentage points from 20 participants in 2006 - 2007 to 25 participants in 2007 - 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement cooperative learning activities through the ESOL and Spanish program to develop communication and comprehension skills.	ESOL Instructor	8/20/07	06/05/08	Other/ Not Applicable	0
Extend the after school program, in which students will participate in activities and projects within the school and community to increase student achievement related to the Sunshine State Standards.	Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Involve 5th grade students, through the SECME program, in understanding of benchmarks in science.	Administrators, Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Monitor implementation and make adjustments as needed.	Special Area Instructors, Administration	8/20/07	6/05/08	Other/ Not Applicable	0
Provide instruction of Science-Engineering-Communications-Mathematics-Enhancement (SECME) for students to reinforce and enhance objectives which are aligned to the Sunshine State Standards	Administrator, Teacher	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Scott-Foresman Science 2008

Professional Development

The third Wednesday of each month will be dedicated to professional development. A needs assessment will be administered to assess the teachers professional development needs in the area of Science instruction.. The results will be used to plan for professional development in science.

Evaluation

This objective will be measured by a comparison of the 2006 - 2007 sign-in logs compared to the 2007 - 2008 sign in logs showing an increase of 5 percentage points.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Carol City Elementary School will rank at or above the 22nd percentile on next publication of the State's Return on Investment (ROI) report.

Needs Assessment

Carol City Elementary School will increase by three percentage points (from 18 to 22) on the next publication of the State's Return on Investment (ROI) Report.

Measurable Objective

Carol City Elementary School will improve its ranking on Florida's Return on Investment (ROI) index publication from the 21st percentile in 2004 to the 22nd percentile in the next publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff	Administrators	8/20/07	6/05/08	Other/ Not Applicable	0
Identify lowest quartile students early and provide additional assistance	Administrators, Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Provide strategies to parents for their student's academic improvement	Administrators, Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Continue to provide high quality teacher professional development and monitor its implementation strategies to lower the cost per weighted full time equivalent (FTE) student	Administrators	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize research-based materials and the district warehouse for materials/supplies	Administrators	8/20/07	6/05/08	Other/ Not Applicable	0
Use purchased programs effectively and increase student participation	Administrators, Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Increase participation in programs provided by the Department of Education, such as FCAT Explorer	Administrators, Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize school and district in-service training	Administrators, Teachers	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

See core subject area goals and objectives.

Professional Development

See core subject area goals and objectives.

Evaluation

Carol City Elementary School will be ranked at or above the 22nd percentile on the next ROI publication.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

In an effort to enhance the teaching and learning of district, state and national standards in reading through the content areas EESAC purchased the following materials: Weekly Reader for third and fourth grade, USA Studies Weekly for fifth grade. Funds were allocated for the media program to promote increased student achievement.

Training:

The E.E.S.A.C. recommended increasing the amount of professional development training through workshops and inservices.

Instructional Materials:

The E.E.S.A.C. recommended the continued purchase of researched-based materials to promote the integration of reading through content area instruction.

Technology:

The E.E.S.A.C. supported strategies that enhanced student and staff technological skills to increase student achievement.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

The E.E.S.A.C. recommended the continued training of teachers in developing strategies that address the district benchmarks and Sunshine State Standards that will supplement the reading, mathematics, and science programs.

School Safety & Discipline:



School Improvement Plan 2007-2008



The E.E.S.A.C recommended that we implement programs to ensure the safety of Carol City Elementary School students both on and off campus.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	46700
Mathematics	38500
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	85200



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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