



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: CAROL CITY MIDDLE SCHOOL

District Name: Dade

Principal: Mr. Nelson Izquierdo

SAC Chair: Francisco Williams

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board approval

**Jeanine Blomberg,
 Commissioner**
 Florida Department of
 Education
 325 West Gaines Street
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 Chancellor**
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VISION/MISSION/BELIEF STATEMENTS

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.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community:

Built in 1959, Carol City Middle School is located near the Miami-Dade-Broward County line in a culturally diverse, urban community in Miami Gardens that is comprised primarily of low and middle income families. Carol City Middle School is located on fourteen acres at 3737 N.W. 188th Street, Miami Gardens, FL. The school has undergone facility renovations during the last seven years. A new addition was completed in 2005 featuring eleven classrooms. The new wing houses the 6th Grade Achievement Academy. The construction of a student drops off area, basketball courts, and teacher parking, have recently been completed. In addition to the recent construction, Carol City Middle School has been painted and several central air conditioning units have been replaced. Carol City Middle School has an enrollment of approximately 945 students. There are currently 772 students on free lunch, and 95 students on reduced lunch.

Student Demographics:

Carol City Middle School provides an education to students in grades six through eight. Currently, in the sixth grade, 31% of the students are Level 1 in Reading, 15% are Level 2 in Reading, 27% of the students are Level 1 in Mathematics, and, 31% are Level 2 in Mathematics. In seventh grade, 34% of the students are Level 1 in Reading, 26% are Level 2 in Reading, 38% are Level 1 in Mathematics, and 36% are Level 2 in Mathematics. In eighth grade, 32% of the students are Level 1 in Reading, 26% are Level 2 in Reading, 47% are Level 1 in Mathematics, and 26% are Level 2 in Mathematics. There are currently 44 students in the Gifted Program. Carol City Middle School's population reflects the ethnic composition of the community: 83 percent African American, 15 percent Hispanic, and less than 1 percent White (non-Hispanic). Carol City Middle School services 16 Limited English Proficiency (LEP) students and 129 Students with Disabilities (SWD).

Unique Aspects: STRENGTHS

Carol City Middle School is a Title I School, receiving additional federal funds. The school has: an inclusion model for students with diagnosed exceptionalities (SWD); a Limited English Proficiency (LEP) program which provides instruction in English for Students of Other Languages; and a Gifted Program which offers courses in Language Arts, Mathematics, Science and Social Studies. These programs focus on improving the educational achievement of all students. According to the data collected from the 2006-2007 Florida Comprehensive Assessment Test (FCAT), 50 percent of students in grades six – eight made learning gains in reading, 54 percent of students in grades six-eight made learning gains in mathematics, and 87 percent of students in grade eight met state standards or higher in writing.

Other unique strengths of Carol City Middle School are the Reading Rocks program, Saturday Academy, Reading Plus software, Read 180, Algebraic Thinking curriculum, small group teacher conferences in writing, SECME program, weekly lab assignments, and in-house monthly assessments for all subject areas.

Carol City Middle School has partnered with the University of Florida in the UF Alliance. Forty eighth grade students were identified and participated in the UF Alliance program. These students have the opportunity to continue with this program at Carol City Senior High School.

Unique Aspects: AREAS OF CONCERN

Some of the unique challenges facing Carol City Middle School are referrals to alternative education programs, suspensions exceeding the district average, poor student attendance, and a matriculation rate that falls below the district average. While corporate franchises exist in the community at large, the immediate business community consists primarily of small, independently owned businesses.

Carol City Middle School has identified several issues concerning challenges in student achievement. Students' scores on the 2007 FCAT indicate a need to modify instructional methods to raise the level of achievement and reduce the number of students at the lowest performance levels. The team building concept will continue to provide for grade level and departments to collaborate and plan together, share best practices and use item analysis information to analyze student weaknesses to drive instruction. Frequent monitoring by administration of classroom instruction, professional development, continuous teacher support, and tri-weekly assessments aligned with the Sunshine State Standards have been developed to address the instructional needs to raise student achievement in all subgroups.

Teacher Demographics

The Carol City Middle School Leadership Team is comprised of the Principal, Mr. Nelson Izquierdo, Jr., TBA, Assistant Principal, Mrs. Tricia M. Fernandez, Assistant Principal of Curriculum, Mr. William Wesley Administrative Assistant, and Ms. Hattie Ashley, Testing Chairperson.

Carol City Middle School employs 93 full-time staff members, two paraprofessionals, five full-time security guards, one part-time security guard, one Community Involvement Specialist, and six clerical staff. Of our 93 faculty and staff members, 57 are instructional personnel. Thirteen teachers hold a masters degree, 2 hold specialists/doctorate degrees, and there is one nationally certified teacher. The demographic breakdown of our faculty is as follows: 15 males and 42 females; 28 percent of our staff is White, 61 percent is African American, 7 percent is Hispanic, and 4 percent is Multi-Ethnic.

Carol City Middle School currently has several vacancies. The Leadership Team has been vigilant in attending Teacher Fairs and recruiting teachers to fill these vacancies.

Class Size/Teacher-to Student Ratio

Carol City Middle School has an average class size of 21 students in sixth grade, 21 in seventh grade, and 21 in eighth grade. The Specific Programs for Educationally Disabled (SPED) Emotionally Handicapped (EH) self-contained classes have an average class size of 11 students. The average student-to-teacher ratio is 25:1 for all grade levels.

Attendance Rate

Carol City Middle School students maintained an average attendance rate of 93.34 percent during the 2006-2007 school year. The average attendance rate for the 2006-2007 school year for the district was 94.96% and Region I was 94.96 percent.

Promotion/Graduation/Retention Rates

Carol City Middle School had 69 retentions at the end of the 2006-2007 school year (Sixth grade - 37 out of 274 seventh grade - 28 out of 291 eighth grade - 4 out of 403.

Promotion rates for each grade level are as follows: sixth grade 87 percent, seventh grade 80 percent, and eighth grade 98 percent compared to the district.

Feeder Pattern

The Carol City Feeder Pattern is comprised of Miami Carol City Senior High School, Carol City Middle School, Lake Stevens Middle School., Barbara Hawkins Elementary School, Brentwood Elementary School, Carol City Elementary School, Miami Gardens Elementary School, North County Elementary School, North Glade Elementary School, Lake Stevens Elementary School, and Skyway Elementary School. Of the elementary schools located in the Carol City Feeder Pattern, the following schools articulate to Carol City Middle School: Fifth graders to sixth grade: Barbara Hawkins Elementary School, Brentwood Elementary School, Lake Stevens Elementary School, Miami Gardens Elementary School, North County Elementary School (Emotionally Handicapped (EH) students), and Skyway Elementary School. Sixth graders to seventh: Carol City Elementary School and North Glade Elementary School.

The feeder pattern is comprised of eleven schools: one senior high school, two middle schools, and eight elementary schools.

Special Programs

Carol City Middle School provides students services that promote successful academic achievement and increase self esteem. The Title 1 Program, a federal grant for economically disadvantaged students provides schools with funds to supplement the academic services provided to students through additional staff and/or materials. The 5000 Role Models Program includes many sixth, seventh, and eighth grade boys who lack male influence at home. The Parent Resource Center allows parents the opportunity to receive on-sight parent training in various topics. The Advanced courses offered at Carol City Middle school provides students with opportunities to develop critical thinking, creativity and leadership skills. The Gifted program provides high achieving students with opportunities to enhance their higher order thinking skills and creativity. Multiple tutorial activities provide opportunities for low achieving students to remediate and improve their deficiencies.

School Community Relations/Partners

Support is provided to Carol City Middle School through curriculum support from both the region and the district. The Department of Language Arts and Reading provides the Reading Coaches with monthly updates and professional developments of current reading strategies to be shared with the faculty. Weekly and monthly visits from district and regional personnel help to keep the curriculum at Carol City Middle School focused and aligned to the district and regional standards. The SPED and LEP programs are provided support through visits and contacts from district and regional offices.

Through the active solicitation of the Community Involvement Specialist, Carol City Middle School has secured various Dade Partners. Some of the Dade Partners include The Miami Dolphins, D & N Sports, the Miami Gardens Jaycees, the Miami Garden Gazette, Office of Capital Improvement Projects/DCPS, Walgreens #3250, Pfizer, Inc., Galaxy Skateway, and Junior Achievement of Miami.

SCHOOL MATCH

Carol City Middle School will collaborate with Lake Stevens Middle School, located in at 18484 N.W. 48th Place, Miami Gardens, FL. Lake Stevens Middle recently (2007) received a school grade of C from the Florida Department of Education (FLDOE).

Lake Stevens Middle School has proven itself to be a strong leader in student achievement in Regional Center I. In 2006, the FLDOE awarded Lake Stevens Middle School a grade of B. The close proximity of Lake Stevens Middle School to Carol City Middle School will enable on-going collaboration and professional development between the two schools. Lake Stevens Middle School is also in the Carol City Feeder Pattern. Aligning the two schools' curriculum, professional development, and philosophy will strengthen the feeder pattern articulation process.

Lake Stevens Middle School's demographics are very similar to those of Carol City Middle School. Located less than ½ a mile from Carol City Middle School, the two schools draw students from the same community. Approximately 85% of the students enrolled at Lake Stevens Middle School receive either free or reduced lunch.

Collaborative activities that will take place between Carol City Middle School and Lake Stevens Middle School for the 2007-2008 school year include collegial conversations between administrators, networking between leadership teams and instructional leadership teams. This ongoing dialogue will build a stronger leadership team at Carol City Middle School which will promote a clearer and stronger school vision.

Carol City Middle School teachers will be given the opportunity to observe teachers at Lake Stevens Middle School delivering high level, rigorous instruction which is aligned with FCAT standards. In addition, Carol City Middle School teachers will be provided professional development in the areas of collaborative debriefings, data analysis, strategies to improve student achievement, and teacher mentoring and shadowing.

QUALITY STAFF

Highly Qualified Administrators

The principal, Mr. Nelson Izquierdo, Jr. , also known as the Chief Instructional Leader has been an educator for 15 years in Miami-Dade County Public Schools. Of those years, he has 7 years of experience as a school administrator in which he has been involved in working with urban schools. Mr. Izquierdo has teaching and administration experience in the senior high school level as well as the middle school level. He received his Bachelor's Degree in Social Studies/ Secondary Education from St. Thomas University and his Masters from Nova Southeastern University in Educational Leadership. Additionally, he has studied in the summer of 2006 & 2007 at the Principals' Center at the Harvard Graduate School of Education. Mr. Izquierdo has continued to take extraordinary steps in his short tenure at Carol City Middle to cultivate a positive school climate by stressing student accountability, increasing parental involvement, focusing on data driven instruction and building the utmost capacity for teachers in order to excel in their craft of promoting increased student achievement.

Open Position - Assistant Principal

Mrs. Tricia M. Fernandez joined the Carol City Middle School Administrative Team in March 2007. Mrs. Fernandez has been an educator for the past 10 years with the Miami-Dade County Public School system. She holds a Bachelor of Science degree from Florida International University in Elementary Education and ESOL endorsement, as well as a Master of Science degree in Educational Leadership from Nova Southeastern University. Her teaching career began in 1998 at Liberty City Elementary School. She was an integral part of the curriculum team that analyzed data, disaggregated scores and developed curriculum, which brought the school from a D to a C status. In 1999 Mrs. Fernandez was Liberty City Elementary School's Sally Mae Rookie Teacher of the Year. In 2002 Mrs. Fernandez was a Region III Teacher of the Year Finalist. In 2003, Mrs. Fernandez left Liberty City Elementary School to join the faculty at North Glade Elementary School. While at North Glade Elementary School, Mrs. Fernandez was once again part of a team that saw great success. North Glade Elementary was able to raise its status from a C to a B.

Not only noted for demonstrating exceptional teaching qualities, Mrs. Fernandez was also instrumental in organizing and giving parent workshops, soliciting Dade Partners and Kids and the Power of Work (KAPOW) Partners and obtaining many donations to the schools. Mrs. Fernandez is highly effective when it comes to networking with peers, colleagues, and members of the community.

In 2004, Mrs. Fernandez received an Assistant Principal appointment to North County Elementary School. Mrs. Fernandez served as the Assistant Principal of North County Elementary School. In her first year at North County Elementary School, Mrs. Fernandez was part of the team that raised the school FCAT score from a D to a C. And in 2006, the school was able to maintain a C in spite of the recent grading of state's Science assessment. Mrs. Fernandez was at North County Elementary School for 2 2/3 years before being reassigned to Carol City Middle School. During her tenure at North County Elementary School, Mrs. Fernandez successfully plunged into the day-to-day operations of the school. As publisher of the school's first newsletter, The Bulldog Press, she endeavored to keep all stakeholders abreast of North County's motto: Together Everyone Achieves More. Assisting the principal with the daily operations of the school, analyzing data and disaggregating scores, and improving students attendance, were only a miniscule part of her ongoing

efforts to ensure academically success.

Recruitment/Retention of Highly Qualified Teachers

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

Carol City Middle School employs several strategies to attract and retain highly qualified teachers. A relationship was forged between the local universities and the school. Student teachers observe and complete their internships at Carol City Middle School; this allows the administrative team to observe and possibly hire an intern. Job openings are posted at the local universities to help fill vacant positions. Every year Carol City Middle School participates in district-sponsored teacher recruitment fairs in order to identify and recruit highly qualified teachers. Carol City Middle School has hired many teachers through the annual career fairs.

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

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Carol City Middle School implements The Plan-Do-Study-Act (PDSA) Continuous Improvement Model. This systematic approach to making improvement has been effective in identifying areas in need of attention and modification. This model breaks down each stage into manageable steps that allow for evaluation and refinement. This model is being implemented in all areas of curriculum and academic concerns. The initial step is to plan or set goals and objectives. Goals are set based on students' strengths and weaknesses. Professional development activities are planned to enhance student achievement. Professional development activities such as differentiated instruction, data analysis, and using computer-aided instruction are scheduled throughout the year.

The plan is then implemented. Assessments are conducted on a tri-weekly and quarterly basis to determine if adequate progress is being made toward the goals and objectives. Assessment data will be analyzed by academic departments to determine the need for re-teaching, remediation or enrichment. Students requiring remediation can participate in a variety of alternative methods of instructional delivery. Limited English Proficient students receive home language tutoring throughout the school day. Saturday Camp and All Stars After School Tutoring Program will provide learners with remediation as well as enrichment activities.

Summative assessments will be conducted to determine the overall success of our academic programs.

To further facilitate the 8-Step Continuous Improvement Model, Carol City Middle School disaggregates test data by using the Student Performance Indicator (SPI) to identify students not meeting high standards on the FCAT and using content clusters to target instructional deficiencies.

Carol City Middle School has developed an Instructional Focus Calendar/Guide that is aligned with the goals and objectives of the School Improvement Plan based on the school's needs. In accordance with the Sunshine State Standards, the District's instructional timeline, pacing guides, and assessment strategies will be implemented to guide instruction.

Carol City Middle School implements frequent assessments such as tri-weekly assessments which are on Edusoft to monitor monthly progress and guide instruction. In addition to the tri-weekly assessments, District Interim assessments, on-going classroom assessments will be analyzed in order to determine re-teaching, remediation, intervention and enrichment needs of students.

Identified FCAT Level 1 and Level 2 students in the area of reading are placed in Intensive Reading classes during the school day using research based materials such as Read 180, Bridges to Literature and Reading Plus software program. Identified Level 1 and low performing Level 2 students in mathematics are placed in intensive mathematic classes during the school day using research based Algebraic Thinking.

Carol City Middle School also employs an hourly retired principal who provides pull-out services to low performing reading students (Level 1) in sixth grade. In addition to that, highly qualified faculty and staff members provide tutorial services to students in all grade levels in the areas of reading and mathematics. The SES provider, Florida Educational Leadership Council, (FELC), works closely with Carol

City Middle School in providing remediation to students enrolled in the program. FELC services students Tuesdays and Thursdays for 1 hour, and on Saturdays for 3 hours.

Communication with Parents

Parental involvement is an essential part of student learning and the success of a school. Carol City Middle School is committed to involving parents in all aspects of their child's educational career. In an effort to involve parents, all notifications are printed in English, Spanish, and Creole. Carol City Middle School also has a Community Involvement Specialist that is hired specifically to provide parents with critical information. Regular PTSA and EESAC meetings are held monthly. Carol City Middle School provides information on testing, student absences and other significant events and activities utilizing Connect ED (a telecomputer communications caller), flyers, and quarterly newsletters.

Ongoing written and oral communication will occur between the home and the school in the home language through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, and home visits.

Title I Parent Meetings and workshops are planned on a variety of topics determined by the needs survey and parent/teacher requests. Parents are provided with information regarding Miami-Dade County's Public School's Parent Academy course offerings and schedules. Parents are encouraged to attend these classes, as well as, other events held on campus through-out the school year.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

N/A

Teacher Mentoring

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

CRP #3. Professional Development

A Mathematics Coach has been hired for the 2007-2008 school year. The Mathematics Coach will model effective strategies for teachers, design and deliver professional development, monitor progress and analyze student data. The Mathematics Coach will also provide small group tutoring to Level 1 and low performing Level 2 students.

In addition to the Mathematics Coach, a Science Coach will be also be employed at Carol City Middle School. The Science Coach will model effective strategies for teachers, design and deliver professional development, monitor progress and analyze student data. The Science Coach will also provide small group tutoring to low performing students.

All new teachers and teachers in need of improvement will participate in the Beginning "Teacher Orientation as required by the District. Teachers in need of improvement are identified by data analysis, observations and case management referrals. Highly qualified veteran teachers who have completed Professional Growth

Team training and/or clinical supervision training, and/or have demonstrated exceptional skills in the classroom will be matched to a teacher on their grade level or in their department. Mentors will provide mentees assistance with lesson planning, setting goals, disaggregating data, and effective classroom management techniques. Beginning teachers and teachers in need of improvement will meet with the Assistant Principal of Curriculum tri-weekly to discuss needs.

Reading Mentors:

Mesha Campbell-McLemore (Reading Coach and Department Chairperson)
Sheila Longley-Blue (Reading Coach)
Gwendolyn Jean-Charles (7th and 8th grade Reading teacher)

Language Arts Mentors:

Brad Jerger (Gifted 8th grade Language Arts teacher)
Bess Rodriguez (8th grade Language Arts teacher and Department Chairperson)

Mathematics Mentors:

Shirley Rutledge (Mathematics Coach)
Stuart Litman (Gifted 8th grade Mathematics teacher and Department Chairperson)
Tawana Ingraham (6th grade Mathematics teacher)

Science Mentors:

Martha Schrager (Gifted Science teacher and Department Chairperson)
Brenda Jackson Bass (6th grade teacher)

Social Studies Mentors:

Donald Williams (6th grade teacher and Department Chairperson)
Ericka Gainor (8th grade teacher)

Fine Arts Mentors:

Sharon Wilson (Art instructor and Department Chairperson)
Vaden Scott (Woodshop instructor)
Kimberly Mussleman (Physical Education Instructor)

In addition to the above, two teachers on staff (Brad Jerger and Shirley Rutledge) have completed the MINT training and will provide support to beginning teachers and teachers in need of improvement

[Extended Learning Opportunities](#)

In order to increase the results on the FCAT scores school-wide, the following strategies are being implemented:

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 5000 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

c. Summer camps for low performing readers

Summer Camps for low performing students in grades 6, 7, and 8 will include instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with selected graphic organizers to enhance vocabulary and comprehension (i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning. Centers include: technology, independent reading, writing and intervention. See chart below of Summer School Instructional Day.

CRP #9. Middle School

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

In order to meet the needs of all students at Carol City Middle School , the administration

acknowledges teachers' need to be able to provide several different instructional strategies. These strategies and tools should be implemented in the classroom as part of the daily learning process. During the 2007-2008, teachers at Carol City Middle School will be afforded the opportunity to participate in various professional development sessions, including, but not limited to differentiated instruction, data analysis using Edusoft, guided reading, Creating Independence through Student-owned Strategies (CRISS), Reading Plus software program, Read 180, classroom demonstration of the Sunshine State Standards (SSS), small group instruction, and modeling of center rotation. This support will be provided to the teachers by the Reading Coaches.

The Mathematics Coach provides support to teachers in the areas of: Algebraic Thinking, data analysis using Edusoft, modeling of center rotation, in class mini-computer lab, CRISS strategies, Compass Learning, small group instruction, classroom demonstration of the Sunshine State Standards (SSS).

The Science Department Chairperson provides support to teachers in the areas of: utilizing FOSS kits, effective lab demonstrations, lab safety, classroom demonstration of the Sunshine State Standards (SSS), CRISS strategies, inquiry based science, small group instruction, and, data analysis using Edusoft.

The Language Arts Department Chairperson provides support to teachers in the areas of: understanding the state's 6-point writing rubric, holistic scoring of demand writing, score-point specific instruction, teacher-student conferences, student-student conferences, eliminating reader bias, classroom demonstration of the Sunshine State Standards (SSS), and analyzing data.

The Social Studies Department Chairperson provides support to teachers in the areas of: small group instruction, CRISS strategies, data analysis using Edusoft, and classroom demonstration of the Sunshine State Standards (SSS).

The Fine Arts Chairperson provides support to teachers in the areas of: small group instruction, CRISS strategies, data analysis using Edusoft, and classroom demonstration of the Sunshine State Standards (SSS).

The Program Specialist of the Special Education Department provides support to teachers in the areas of: CRISS strategies, writing, updating and maintaining Individual Education Plan (IEP), Functional Assessment of Behavior (FAB), Behavior Intervention Plan (BIP), classroom management, and compliance of all school, district, state and federal laws.

Disaggregated Data

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

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

In August 2007, the school faculty will participate in the Opening of School Data Meeting to review and analyze school-wide results from the 2007 FCAT. Utilization of the CIM will allow grade levels and departments to meet during collaborative debriefing sessions to determine student needs and identify instructional strategies. To ensure continuity with collaborative debriefing sessions, Carol City Middle School incorporated these sessions into its monthly calendar. These sessions are scheduled tri-weekly (however teams may choose to meet more often) to determine the effectiveness of classroom instructional practices. During the months of November, January, and April (District Interim Assessments), teachers will meet with Reading Coaches, Mathematics Coach, and the Assistant Principal of Curriculum to discuss data results.

Informal and Formal Assesments

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

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress.

Carol City Middle School has incorporated tri-weekly benchmark assessments in all the core classes. The data disaggregated from these assessments guide teachers in determining which benchmarks need to be revisited. In addition to the tri-weekly benchmark assessments, the following assessments will also be used:

District mandated Interim Assessments (quarterly) also guides teachers in determining students' strengths and weaknesses in the areas of Reading, Mathematics and Science.

The Reading Department administers to all students in Reading (FCAT Level 1s and 2s) the Oral Reading Fluency (ORF), and the Diagnostic Assessment of Reading (DAR). The DAR is administered to students who perform below proficiency level on two consecutive ORF probes.

The Social Studies department administers The Scholastic Reading Inventory (SRI), Accelerated Reader (AR) and STAR tests to determine students' independent reading level.

In addition, teachers administer chapter tests, quizzes, project based assessments, mid terms and final exams.

Pre-Test in Reading, Writing, Mathematics and Science (August 2007).

District Interim Assessments (Reading, Mathematics, and Science: November, January and April).

FCAT Writing+ (February 2008)

FCAT Assessment (March 2008)

Classroom assessments (ongoing)

Alternative Instructional Delivery Methods

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

Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies.

Carol City Middle School provides the following alternate instructional curriculum/strategies for remediation: Read 180, Reading Plus program (software), PLATO, Algebraic Thinking, before and after school tutoring, Saturday Academy, differentiated instruction, and small group learning.

Acceleration curriculum/strategies include: FCAT Explorer, Odyssey, , FCAT simulation for Reading, Mathematics, and Science, Math Odyssey, Accelerated Reader, Compass Learning, Jamestown Timed Readings, Reading Rocks (independent reading), differentiated instruction, advanced academic classes, Gifted classes, and small group learning.

Enrichment curriculum/strategies include: All Star After School Enrichment program, SECME, and Gator Trax.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

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

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

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)

- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Different Innovative Approaches to Instruction: Pages 16-17, 19, 22-41

Responsibility of Teaching Reading for Every Teacher: Pages 10-12, 19, 22-41, 45, 47, 49

Quality Professional Development for Teachers and Leaders: Pages 8, 13-16, 18, 23-27, 29-30, 34, 39, 41, 51, 56

Small Learning Communities (SLC): Pages 10, 11, 13, 18, 23, 29-30

Intensive Intervention in Reading and Mathematics: Pages 16-17, 29-30, 33, 35, 38, 40,

Course Choice Based on Student Goals / Interests / Talent: Pages 2, 6, 19

Master Schedules Based on Student Needs: Pages 7, 12, 33, 35, 45, 47, 49, 55

Parental Access and Support: Pages 6, 12-13, 58, 59

Applied and Integrated Courses: Pages 6, 19

Academic and Career Planning: Pages 2, 6, 19

GOALS

Goal:	Reading
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Needs Assessment An overall analysis of the data indicates that approximately 30 percent of the tested students in 2007 achieved a high standard on the Reading portion of the FCAT, 50 percent made annual learning gains, and 67 percent of the lowest 25 percent in the school made adequate yearly progress. A detailed analysis of the Reading scores on the 2007 administration of the FCAT revealed that 6th through 8th grade students were weakest in reference and research, author's purpose and vocabulary, as compared to district and state averages. Cause and effect and words and phrases were a relative area of strength for students at Carol City Middle School.

A detailed analysis of the data reflects that sixth grade students performed below district and state averages in Reference & Research (42%), Main Idea/Author's Purpose (45%), Words/Phrases (50%), and Comparisons (50%).

Seventh grade students performed below district average in Main Idea/Author's Purpose (54%), and below the state average in Main Idea/Author's Purpose (54%), Reference & Research (55%), Words/Phrases (57%) and Comparison (66%).

Eighth grade students performed below district and state averages in Reference & Research (38%), Comparison (42%), Words/Phrases (42%), and Main Idea/Author's Purpose (49%).

Seventy-two percent of the total population did not meet Adequate Yearly Progress (AYP).

Seventy-three percent of the Black subgroup did not meet AYP.

Seventy-three percent of the economically disadvantage subgroup did not meet AYP.

Ninety percent of the students with disabilities did not meet AYP.

Thirty-three percent of the lowest 25 percent in the school did not make AYP.

Fifty percent of the students in grade 6 through 8 did not make significant learning gains.

Objective

Given instruction using Sunshine State Standards, students in grades sixth, seventh, and eighth will increase their reading comprehension skills as evidenced by 58 percent of the students reaching the state mastery level, 70 percent of the students making annual learning gains, and 75 percent of the students scoring in the lowest 25 percent of the school population making annual learning gains as documented by scores on the 2008 FCAT Reading.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Strategies

In order to achieve the reading objective for the 2007-2008 school year, Carol City Middle School will implement the following strategies:

1. Implement the Plan Do Study Act Improvement Model in all classes to increase academic achievement in reading.
2. Implement data driven instruction daily, according to quarterly assessment results to remediate deficiencies and increase achievement in reading for all Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Students will be serviced at least twice a week for 2 hours each session (block scheduling).
3. Implement data driven instruction daily, according to tri-weekly assessment results to remediate deficiencies and increase achievement in reading for all Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Students will be serviced at least twice a week for 2 hours each session (block scheduling).
4. Implement an uninterrupted 90 minute instructional block daily for reading for all Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Students will be serviced at least twice a week for 2 hours each session (block scheduling).
5. Utilize state adopted research-based textbooks (Bridges to Literature) daily to increase academic achievement in reading and to align instructional focus for all Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Students will be serviced at least twice a week for 2 hours each session (block scheduling).
6. Provide staff with a pacing guide in language arts and reading including course specific benchmarks to improve academic achievement in reading

throughout the school year. Review of the pacing guide will take place after each tri-weekly assessment and quarterly assessment, and adjustments will be made according to the academic needs of students.

7. Enhance classroom reading materials and libraries (Scholastic independent reading libraries) to provide students with a variety of reading materials at different reading levels and to reinforce the "Big Five" reading skills.

8. Schedule less proficient readers in all grade levels into a mandatory reading elective block to address deficiencies in reading comprehension which uses Bridges to Literature and the Reading Plus software program. Students will be serviced at least twice a week for 2 hours each session (block scheduling).

9. Provide students reading below the third grade level with intensive reading instruction to remediate academic deficiencies. (Intensive Reading+ classes – Read 180). Students will be serviced at least twice a week for 2 hours each session (block scheduling).

10. Identify students in each sub-group that scored a 3 or above on the 2006-2007 administration of the FCAT and place them in an advanced language arts class to challenge students and increase academic achievement in reading.

11. Utilize Jamestown Readers daily in reading classes to increase fluency. Student growth will be measured using the Florida Oral Reading Fluency Assessment (FORF) for all Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Students will be serviced at least twice a week for 2 hours each session (block scheduling).

12. Incorporate reading strategies daily in the content area classes with all students including Level 1 and Level 2 students, the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup.

13. Utilize Accelerated Reader (AR) daily in all Social Studies classes to encourage independent reading, and support the development of comprehension, vocabulary, and fluency. Student growth will be measured using an August pre and a May post test. Student progress will be measured by student attainment of goals set.

14. Provide tutoring (SES provider) for all students, including Level 1 and Level 2 students, the Black subgroup, the SWD subgroup, and the economically disadvantaged, and students scoring in the lowest 25 percentile, Tuesdays and Thursdays after school (1 hour), and on nine pre-selected Saturdays (3 hours). A pre and post test will determine academic growth. Administration and the SES provider will collaborate monthly to ensure that all the academic needs of students are being met.

15. Review completion of data debriefing protocols after each bi-weekly/tri-

weekly and district interim assessments in reading to standardize the conversations regarding data-driven instruction.

1. Describe your Personalized Middle School Success Plan (PMSSP) and your plan for implementation.

The district will not implement a PMSSP.

4. Describe the system for communicating assessment data across grade levels.

a. Data study teams

School-site administrator(s), Reading Coaches, mentor teachers, and classroom teachers should comprise the team of professionals who regularly review and share assessment data. The team will consider data from the FCAT Diagnostic Assessment of Reading (DAR), standardized interim assessments, fluency probes, and program based assessments. These data study teams will review data monthly and monitor trends in student achievement, and the effectiveness of interventions. Assessment data may also be used to define professional development opportunities for teachers.

b. Weekly discussion of student data (teachers who share students)

Regular review of assessment data is critical to effective instruction and meeting student's individual needs. The school site literacy leaders will develop a plan for data review for the following purposes:

- Determine current status/success of instruction which should lead to modification of instruction;
- Extract trends or patterns;
- Identify need for professional development (including coaching and mentoring); and
- Identify topics for action research.

Suggested forums for data review and instruction may include, but are not limited to the following:

- Regularly scheduled grade level /team/department meetings;
- Regularly scheduled articulation meetings (across grade levels);
- Regularly scheduled staff meetings; and
- Literacy Leadership meetings.

c. Vertical teams

School site and feeder pattern vertical teaming initiatives will serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills necessary for academic success. In addition to teachers, vertical teams may also include counselors, principals, and other stakeholders.

d. Grade level meetings

Regularly scheduled grade level meetings will be a forum for:

- Reviewing assessment data to target research-based instructional strategies for struggling readers;
- Sharing best-practices;
- Identifying study group topics; and
- Identifying professional development needs.

Note: All students in grades 6-8 not performing at grade level proficiency on FCAT Reading (Level 3 and above) must receive intervention.

5. Describe in detail the reading classroom and how enrollment in different courses will be determined (intensive, general, advanced) to ensure that you meet the reading needs of all student subgroups identified under No Child Left Behind.

Determinations for intensity of the remediation effort (i.e. time and class size) should be based on the most recent reliable and valid assessment data. It is advisable to use an end-of-year assessment to determine specific areas of student reading difficulty.

a. Description of "Intensive Reading" course

1. Minutes of daily uninterrupted reading instruction

(See 55, 90, 110 minute block -- Note: Suggested minutes in each activity are flexible to the needs of students and teachers)

All FCAT Level 1 students regardless of whether they are fluent will be placed in the appropriate Intensive Reading class. In addition, all FCAT Level 2 students will be placed in a reading class or a homogeneously grouped language arts class. Level 2 students with a past history of high performance on the FCAT may be exited from a reading class only if the student meets all of the following criteria:

- performed at FCAT Reading Level 3 or higher on two previous administrations of the FCAT;
- mastered all grade level benchmark assessments for the past two years;
- scored above the 51st percentile on the FCAT NRT on the previous two administrations of the NRT;
- received above average grades in language arts and/or reading coursework during the previous two school years.

All of the above criteria must be met to exit a student from a reading class. Utilizing assessment data, students will be prioritized for support through the provision of an intensive reading class. The intent of the intensive reading class is to assist the student in overcoming their deficits and close the achievement gap. The school site will monitor student progress and adjust intervention services as needed.

Miami-Dade County Public Schools' Comprehensive Research-based Reading Plan outlines an intensive reading class for middle grades 6-8. This intensive reading class addresses the Rigorous Reading Requirement of the Middle Grades Reform Act.

It is highly encouraged that the composition of the Intensive Reading Class includes students with disabilities (SWD) and regular education students, both of whom meet the stated criteria. Additionally, it is recommended that in-class support with an ESE teacher is provided to SWD who need more intensive support, which will also lower the pupil-to-teacher ratio. Inclusive settings are a successful way of providing all students with the appropriate differentiated instruction needed for reading instruction.

Middle School Reading Program: Components of the Reading Instructional Block . The components of the intensive reading class are aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

These components should be completed each day and may be adjusted for

time and scheduling. There are two courses in middle school that reflect the intensity of instruction based on student needs:

2. Level 1 and 2 students in need of decoding, fluency, vocabulary, and comprehension instruction = minimum of 90 minutes daily.

All FCAT Level 1 students, regardless of whether they are fluent, will be placed in the appropriate Intensive Reading class. Students in grades 6 – 8 who are struggling with decoding, fluency, vocabulary, and comprehension will be provided a daily literacy block. The literacy block will include 1 period of Intensive Reading “Plus” and 1 period of language arts taught by the same teacher. These classes will focus on explicit phonics instruction in order to improve decoding and fluency. In order to provide sufficient opportunity to remediate these deficits, the students enrolled in an Intensive Reading “Plus” class will receive a greater allotment of instructional time.

Attachment 2: Middle School Intensive Reading “Plus” Instructional Blocks.

3. Level 1 and 2 students in need of vocabulary and comprehension instruction = minimum of 55 minutes daily. The District will provide an Intensive Reading class for students in need of vocabulary and comprehension instruction. (Students struggling with fluency are to be placed into the Intensive Reading “Plus” class). This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.

Attachment 3: Middle School Intensive Reading Instructional Block

b. Description of “Reading” course = Level 3, if offered

Not applicable

c. Description of “Advanced Reading” course = Level 4, 5, if offered

Not applicable

d. Comprehension and vocabulary instruction reinforced through the content areas = Levels 1-5

The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts.

Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area.

Students must learn to read and to understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students must be able to:

- understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
- recognize organizational patterns in text;
- understand how pictures and other graphic representations contain information that is important to understanding the text;
- understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- know which reading strategies are appropriate to use with a particular text;
- use a variety of study and note-taking skills;
- understand vocabulary context clues provided by the author; and
- use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading Coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Individual school sites may create an instructional flow chart with specific emphasis on reading benchmarks across the curriculum.

6. Describe how you will integrate authentic literature into the school wide reading plan to include classroom libraries and leveled text.

a. Daily independent reading practice monitored by the teacher in all reading classrooms using classroom libraries.

All schools in M-DCPS will use one of the state-adopted reading texts (Read XL) thus incorporating authentic literature as an integral part of the intensive reading classes. Additionally, the district has purchased classroom libraries for middle schools comprised of leveled text. Teachers will receive professional development to assist them with instruction for using the libraries effectively and for monitoring student progress in fluency, vocabulary and comprehension.

b. Wide reading of fiction and nonfiction text representing a range of levels, interests, genres, and cultures

The reading program will include authentic literature through the use of classroom libraries composed of a variety of fiction and nonfiction titles representing a variety of cultures and genres. The books will be leveled for each classroom based on student assessment data from reading diagnostic measurements.

c. How will the books be leveled?

The District will utilize the levels provided by Accelerated Reader and publisher's information regarding reading levels to assist teachers in selecting appropriate texts to include in a classroom library. Additionally, the District will provide professional development to teachers regarding leveling text.

d. How will teachers determine the leveled text appropriate for students?

Teachers will utilize the information gained from assessment data along with levels obtained from Accelerated Reader to assist students to selecting appropriate leveled texts.

7. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text.

a. CrISS

The District has invested funds, personnel and professional development in the establishment of a cohort of teachers and administrators who are certified CrISS trainers. These trainers have provided ongoing, systematic professional development and support to teachers of all levels and all content areas. The implementation of CrISS in the content areas provides teachers with effective reading strategies that support students as they interact with grade level text. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies.

b. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional

level texts, and feedback

The District has developed an instructional framework for content area teachers focusing on critical thinking strategies using expository and informational text. This framework includes explicit instruction in the Sunshine State Standards tested benchmarks, not focusing on FCAT practice. The framework provides teachers with a standard set of procedures that unitizes their subject area texts. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies.

8. Describe how writing will be incorporated across the curriculum.

- a. Before reading
- b. During reading
- c. After reading

Writing will be incorporated across the curriculum through the utilization of the CrISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Essentials of Reading, Reading Works/

Workout!, and CORE). These writing strategies include reader response, journal writing, essay questions writing, etc. Before reading strategies will activate prior knowledge. Student writing may include quick-writes, mapping, brainstorming, essay questions and/or journal entries. Writing will be incorporated across the curriculum during reading instruction to monitor students' learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic, plus a strong verb.) Students writing after reading may include: writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area classrooms. Professional development in writing is provided to teachers and coaches. The training focuses on effective learning strategies for writing across the curriculum. See Appendix 5 & 6: Professional Development Charts

Evaluation

The 2008 FCAT Reading Test will be utilized to determine mastery of skills as evidenced by 58 percent of students in the total population, in the Black subgroup, in the SWD subgroup, and in the economically disadvantaged subgroup achieving high standards in Reading. In addition to the FCAT, tri-weekly assessments will be administered to measure progress toward our reading objective. The results of the tri-weekly and quarterly assessments will be disaggregated to analyze the performance by teacher, class, student and specific benchmarks. Once the data is disaggregated, teachers will target and remediate specific weaknesses. A summative evaluation will be covered to verify the merits of the research-based instructional programs and strategies.

Research-based Programs

2. Describe the research-based instructional materials used in the reading program.

Include a description of how each of the following will be integrated:

A high-quality reading program must include instructional materials that

incorporate the five essential elements of reading instruction. The materials must be research-based and should address the specific reading deficiencies of students based on assessment results.

a. Supplemental reading programs (SRP)

Schools will utilize the following SRP in their Intensive Reading classes: Read XL (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.

In addition to the use of the SRPs, schools may use Soar to Success SOAR to Success – is a reading intervention for students in grades 3-8 who are reading below grade level. It is used in addition to the SRP. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply comprehension and decoding strategies they have learned to other content area texts. The ultimate goal of SOAR to Success is to increase students' understanding of what they have read through reciprocal teaching.

Schools will utilize the following for SRP for Intensive Reading Plus classes: Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided throughout the provided.

b. Intervention materials for struggling readers

Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.

Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Project CrISS – is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussing, and writing (Santa, 2004, p.1). Utilizing the CrISS philosophies and principles in reading classes as well as content area classes provides teachers and students with the opportunity to apply concepts taught and learned.

c. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. FCAT Explorer is a practice program developed to help students master the tested benchmarks.

d. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student

access to text.

Accelerated Reader Program is used to engage students in the reading process.

Students read books at their independent level and increase to more difficult texts as they progress through the program. Although students are initially reading to earn points for prizes, they eventually, with the teachers help, develop an intrinsic desire to read for information and enjoyment.

Leveled Classroom libraries will be available in classrooms in order for students to self select books of interest. Teachers will guide students in selecting books at the student's independent reading level.

Books on Tape are used in reading classes to provide students with opportunities to engage in the reading process by listening to recordings of books. While listening to the recordings, students will be able to follow the text being read and learn internalize the process of good reading.

Professional Development

Teachers will receive several professional development activities that are aligned with the reading objective. Initially, teachers will receive in-service training on accessing student FCAT data and reports. This training will allow teachers to determine specific areas of strength and weakness in reading. Teachers will also receive training in interpreting the data to make classroom decisions. Professional development will also include training using CRISS strategies, Read 180, Accelerated reader, FCAT explorer, Asses2Learn, FCAT simulation and Riverdeep. Finally, reading teachers will receive professional development on how to utilize all of the resources in the state adopted textbook to develop lessons and assessments that address the individual needs of their students.

2. Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the Reading Coach. The following areas must be addressed:

Principal

h. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

i. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not

limited to grade group meetings, additional training, and one on one coaching sessions?

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2006-07 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers. To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

4. Describe how performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.

a. Individual Professional Development Plans (IPDP) need to address reading

strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

6. The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress

monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

Highly Qualified Instructors

The following teacher are not Highly Qualified and will be involved in the following professional development Activities:

Richard Murphy - 257007- teaches 6th. Gade Reading;
 Conswella Quinones - 239351- teaches Middle Gradea English.

1. Alternative Professional Preparation Program (AP3) : Is a program developed by the district to provide teachers who received a temporary teaching certificate and do not hold education degrees to earn the credits necessary to be fully certified.

2. School-based Professional Development includes Differentiated Instruction, PACES, Edusoft, Electronic Gradebook, and Vocabulary Strategies.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Reading novels and additional varied reading material, Read 180 Program, Instructional Support Materials, Gates McGinitie	Title 1 Budget/School Budget District Funds	5000
Technology	Personal Computers (50) and Scanners for EduSoft, FCAT Simulation, FCAT Explorer, Plato Software	Title 1 School/District Budget	1000
Professional Development	CRISS Training, Data Analysis Interpretation Training, Educational Specialist will provide Instructional support in reading and mathematics. Reading Leader will provide staff development in reading strategies.	Title 1 School District	1000
Other	FCAT Workbooks, Overhead Projectors, VCR's, Transparencies for Overhead, Community Involvement Specialist, Parent Resource Center, School Tutorials, Materials for Parents	School Budget Title 1 Budget	100
Total:			\$7,100.00

Goal:	Mathematics
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Needs Assessment An overall analysis of the data indicates that approximately 24 percent of the tested students in 2007 achieved high standards on the mathematics portion of the FCAT and 54 percent made annual learning gains. A detailed analysis of the mathematics scores on the 2007 administration of the FCAT revealed 6th through 8th grade students were weakest in measurement, geometry, data analysis and algebraic thinking as compared to district and state averages. All areas in mathematics were below the state average.

A detailed analysis of the data reflects that sixth grade students performed below district and state averages in Measurement (22%), Algebraic Thinking (25%), Number Sense (33%), Data Analysis (44%), and Geometry (44%).

Seventh grade students performed below district and state averages in Measurement (33%), Geometry (37%), Number Sense (44%), Algebraic Thinking (44%), and Data Analysis (44%).

Eighth grade students performed below district and state averages in Algebraic Thinking (16%), Geometry (25%), Data Analysis (25%), Number Sense (33%), Measurement (33%).

Seventy-eight percent of the total population did not meet Adequate Yearly Progress (AYP).

Seventy-nine percent of the Black subgroup did not meet AYP.

Seventy-nine percent of the economically disadvantage subgroup did not meet AYP.

Ninety-three percent of the students with disabilities did not meet AYP.

Thirty-two percent of the lowest 25 percent in the school did not make AYP.

Forty-six percent of the students in grade 6 through 8 did not make significant learning gains.

Objective

Given instruction based on the Sunshine State Standards, all students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics

Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Assessment.

Strategies

In order to achieve the mathematics objective for the 2007-2008 school year, Carol City Middle School will implement the following strategies:

1. Implement the Plan Do Study Act Improvement Model in all classes to increase academic achievement in mathematics.
2. Implement data driven instruction daily, according to quarterly assessment results to remediate deficiencies and increase achievement in mathematics for all Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Students will be serviced at least twice a week for 2 hours each session (block scheduling).
3. Implement data driven instruction daily, according to tri-weekly assessment results to remediate deficiencies and increase achievement in mathematics for all Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Students will be serviced at least twice a week for 2 hours each session (block scheduling).
4. Implement an uninterrupted 90 minute instructional block daily for mathematics classes to improve academic achievement in mathematics for all Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Students will be serviced at least twice a week for 2 hours each session (block scheduling).
5. Utilize new state adopted research-based textbooks (Applications and Concepts by Glencoe) in mathematics to assess deficiencies, provide instruction, and improve academic achievement for all Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Students will be serviced at least twice a week for 2 hours each session (block scheduling).
6. Provide staff with a pacing guide in mathematics including course specific benchmarks to improve academic achievement in mathematics throughout the school year. Review of the pacing guide will take place after each tri-weekly

assessment and quarterly assessment, and adjustments will be made according to the academic needs of students.

7. Train teachers to identify student weaknesses and strengths in mathematics and implement appropriate strategies daily to address weaknesses and enhance strengths through data analysis.

8. Identify students in the total student population, in the Black subgroup, in the SWD subgroup, and in the economically disadvantaged subgroup scoring at a Level 1 or Level 2 and place them in intensive mathematic classes (Algebraic Thinking) to increase academic achievement. Students will be serviced Monday through Friday, for at least 2 hours a day.

9. Provide tutoring (SES provider) for all students, including Level 1 and Level 2 students, Black subgroup, SWD subgroup, and economically disadvantaged subgroup, and students scoring in the lowest 25 percentile, Tuesdays and Thursdays after school (1 hour), and on nine pre-selected Saturdays (3 hours). A pre and post test will determine academic growth. Administration and the SES provider will collaborate monthly to ensure that all the academic needs of students are being met.

10. Implement mini-labs in all mathematic classrooms to provide students with differentiated instruction in mathematics all including Level 1 and Level 2 students, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup, and students scoring in the lowest 25 percentile. Programs to be used include Odyssey and FCAT Explorer.

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

Evaluation

The 2008 FCAT Mathematics Test will be utilized to determine mastery of skills as evidenced by 62 percent of students in the total population, in the Black subgroup, in the SWD subgroup, and in the economically disadvantaged subgroup achieving high standards in Mathematics. In addition to the FCAT, tri-weekly assessments will be administered to measure progress toward our mathematic objective. The results of the tri-weekly assessments will be disaggregated to analyze the performance by teacher, class, student and specific benchmarks. Once the data is disaggregated, teachers will target and remediate specific weaknesses. A summative evaluation will be covered to verify the merits of the research-based instructional programs and strategies.

Research-based Programs

1. The research based program used to meet our mathematics goals is the state adopted book series Mathematics: Applications and Concepts by Glencoe.
2. Mathematics mini-labs in classroom.

3. Odyssey
4. Algebraic Thinking

**Professional
Development**

1. CRISS Strategies
 2. Student Performance Indicators
 3. Differentiated Instruction
 4. Edusoft
 5. Odyssey
 6. Item specifications and FCAT content focus
 7. FCAT simulation
 8. Algebraic Thinking
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**Objective
Strategies****Evaluation****Research-based
Programs
Professional
Development**

**Objective
Strategies****Evaluation****Research-based
Programs
Professional
Development**

**Objective
Strategies**

Evaluation

Research-based Programs Professional Development

Highly Qualified Instructors The following teachers are not Highly Qualified:

Gairy Nation - 289426.

1. Alternative Professional Preparation Program (AP3): Is a program developed by the district to provide teachers who received a temporary teaching certificate and do not hold education degrees to earn the credits necessary to be fully certified.

2. School-based Professional Development: Professional development topics such as:
Differentiated Instruction in Mathematics, PACES, Edusoft, Electronic Gradebook, and Algebraic Thinking.

Kimberly Mussleman

Instructional staff who are not highly qualified are mentored by instructional staff who are highly qualified. Additionally, professional development is identified, and provided through the district, the region, the Mathematics Coach, and the MINT Teachers, for these staff members in order to enhance their skills in the instruction of mathematics. Professional development has addressed, but not been limited to FCAT Item Specs, Sunshine State Standards, Benchmark Identification, Algebraic Thinking, technology based support programs such as FCAT Explorer and Odyssey

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	FCAT Simulation, FCAT Explorer, Plato Software	District Funds Title 1	5000
Technology	Personal Computers (50) and Scanners for EduSoft	District Funds Title 1	1000
Professional Development	CRISS Training, Data Analysis Interpretation Training, Educational Specialist will provide Instructional support in reading and mathematics. Reading Leader will provide staff development in reading strategies.	District Funds Title 1	1000
Other			0
Total:			\$7,000.00

Goal:	Writing
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Needs Assessment Data obtained from the administration of the 2007 FCAT Writing+ indicates that 87 percent of students tested in grade eight met the state standard of 3.5 or above in writing. The score indicates that students require further development in writing benchmarks. The data revealed that improvement is needed in expository writing, with 56 percent scoring 3.5 or higher. Though data indicates strength in persuasive writing, with 77 percent scoring 3.5 or higher, continuous instruction is required to raise student achievement levels.

Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by a six percentage point increase (from 87% to 93%) in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade eight in the Black subgroup will improve their writing skills as evidenced by a five percentage point increase (from 88% to 93%) in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade eight in the Hispanic subgroup will improve their writing skills as evidenced by a nine percentage point increase (from 82% to 91%) in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade eight in the economically disadvantaged subgroup will improve their writing skills as evidenced by a six percentage point increase (from 87% to 93%) in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade eight in SWD subgroup will improve their writing skills as evidenced by a twenty-five percentage point increase (from 45% to 70%) in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Strategies

In order to achieve the writing objective for the 2007-2008 school year, Carol City Middle School will implement the following strategies:

1. Implement the Plan Do Study Act Improvement Model daily to increase academic achievement in writing.

2. Administer monthly and quarterly writing assessments to all students, including the Black subgroup, the SWD subgroup, the economically disadvantaged subgroup, and the Hispanic subgroup to monitor students' progress and instruction.
3. Implement data driven instruction daily, according to monthly and quarterly assessment results to all students, including the Black subgroup, the SWD subgroup, the economically disadvantaged subgroup, and the Hispanic subgroup to monitor students' progress and instruction.
4. Utilize state adopted research-based textbooks (Writer's Choice: Grammar and Composition) in writing daily to improve all students' writing, including the Black subgroup, the SWD subgroup, the economically disadvantaged subgroup, and the Hispanic subgroup.
5. Train teachers to identify student weaknesses and strengths in writing and implement appropriate strategies daily to address weaknesses and enhance strengths through data analysis.
6. Conduct teacher-student conferences weekly with all students, including the Black subgroup, the SWD subgroup, the economically disadvantaged subgroup, and the Hispanic subgroup to provide feedback on completed essays. Conferences will focus on using adjectives in detail, and Role Audience Focus Topic (RAFT).
7. Provide advanced students with creative writing courses to develop a variety of writing skills.
8. Publish all students' original writing monthly to celebrate growth.
9. Infuse writing in all content area classes daily.
10. Provide writing tutorial classes during nine-selected Saturdays Academy for students in grade 8. The students will be evaluated through the administration of a state recommended pre and post test.

Evaluation

The results from the FCAT Writing + will be used as the final data evaluation to determine if 93 percent of the total student, 93 percent of the Black subgroup, 91 percent of the Hispanic subgroup, 93 percent of the economically disadvantaged subgroup, and 70% of the SWD subgroup met high standards. In order to evaluate progress toward the writing objective, monthly and quarterly tests will be administered. The results of the monthly and quarterly exams will be disaggregated to analyze the performance by teacher, class, and student. Once the data is disaggregated, teachers will target and remediate specific weaknesses. A summative evaluation will be covered to verify the merits of the research-based instructional programs and strategies.

Research-based Programs

1. The research-based program used to meet the writing goal is the state adopted textbook series *Writer's Choice: Grammar and Composition*

Professional Development

1. Student Performance Indicators
 2. Using a rubric to score essays
 3. CRISS strategies
 4. Differentiated Instruction
 5. Writing Across the Curriculum
 6. Provide instruction in holistic scoring
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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	FCAT Explorer, FCAT Simulation, and Writing Traits	Title 1	1000
Technology	Personal Computers (50) and Scanners for EduSoft	Title 1	1000
Professional Development	Power Writing, Differentiated Instruction, and Data Analysis	District Funds Title 1	1000
Other			0
Total:			\$3,000.00

Goal:	Science
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Needs Assessment The results of the 2007 administration of the FCAT Science Test indicate that thirteen percent of students tested in eighth grade scored a Level 3 or higher. Students were at or below the district and state standards in all of the tested science content strands. Earth Science,(42%) and Scientific Thinking (42%) were two relatively strong areas of performance. Physical and Chemical Science (29%) and Life and Environmental Science (38%) were the two weakest areas. Ongoing analysis of tri-weekly and quarterly assessments will drive instruction. All students in science will spend one day a week in the lab conducting meaningful, hands-on experiments. Additionally, professional development will be provided in the areas of experiment demonstrations, use of lab equipment, concept development and scientific thinking modeling.

Objective Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 (from 13% to 38%) percentage points on the 2008 Science Test when compared to the 2007 administration of the FCAT Science Test.

Strategies

In order to achieve the science objective for the 2007-2008 school year, Carol City Middle School will implement the following strategies:

1. Implement the Plan Do Study Act Improvement Model daily to increase academic achievement in science.
2. Implement district pacing guides, district lab activities, school-based lab activities, and lesson plans in all science classes to ensure that annually assessed benchmarks are being addressed. Student progress will be measured through tri-weekly and quarterly assessments.
3. Administer science tri-weekly assessment to all students in all science classes to monitor students' progress and instruction. FCAT Mastery by Glencoe will be utilized for the tri-weekly assessments. Adjustments will be made according to the academic needs of students.
4. Implement data driven instruction daily according to tri-weekly and quarterly assessment results. Instruction will be altered after the review of each tri-weekly and quarterly assessment. Adjustments will be made according to the academic needs of students.
5. Implement an uninterrupted 90 minute instructional block daily for all students, in all science classes.
6. Utilize state adopted research-based textbooks (Florida Sciences by Glencoe) in science daily for all students to improve student achievement.

7. Provide staff with pacing guides in science including annually assessed benchmarks in Science. Review of the pacing guide will take place after each tri-weekly and quarterly assessment, and adjustments will be made according to the academic needs of students.
8. Promote family literacy and interest in science through an annual Family Science Night to be held October 2007.
9. Identify high performing students whose scores are above the districts' average on the 2006-2007 administration of the FCAT and place them in an advanced science class.
10. Increase lab activities for all students, in all science classes to once a week to improve student comprehension of the Scientific Process. Monitoring of student progress will be measured via the tri-weekly and quarterly assessments.
11. Implement SECME and SEMMA programs to increase student interest in science. Monitoring of the programs will take place via student surveys and increase of students' math and science scores on tri-weekly and quarterly assessments.
12. Review completion of data debriefing protocols after each bi-weekly/tri-weekly and district interim assessments in science to standardize the conversations regarding data-driven instruction.

Evaluation

Results from the Science portion of the 2008 FCAT will be used as the final data evaluation to determine if the percentage of students meeting high standards. Thirty-eight percent of the students tested will meet high standards. In addition to the FCAT, tri-weekly tests that correlate to the pacing guide will be administered. The results of the tri-weekly exams will be disaggregated to analyze the performance by teacher, class, student and specific benchmarks. Once the data is disaggregated, teachers will target and remediate specific weaknesses. Formative assessments will be utilized to monitor progress between quarterly tests. A summative evaluation will be covered to verify the merits of the research-based instructional programs and strategies.

Research-based Programs

1. The research-based program used to meet our science goal is the state adopted book series Florida Sciences by Glencoe.

Professional Development

1. CRISS Strategies
2. Student Performance Indicators

3. Differentiated Instruction
4. Item Specs and FCAT Content Focus
5. Edusoft
6. Odyssey
7. Promethean Boards

**Highly Qualified
Instructors**

The following teachers are not Highly Qualified:

Desiree Culpepper - 209848- teaches Middle Grade Science.

Instructional staff who are not highly qualified are mentored by instructional staff who are highly qualified. Additionally, professional development is identified, and provided through the district, the region, the Science Department Chairperson, and MINT Teachers, for these staff members in order to enhance their skills in the instruction of science. Professional development has addressed, but not been limited to FCAT Item Specs, Sunshine State Standards, Benchmark Identification, FOSS Kits, and lab equipment.

1. Alternative Professional Preparation Program (AP3): Is a program developed by the district to provide teachers who received a temporary teaching certificate and do not hold education degrees to earn the credits necessary to be fully certified.
2. School-based Professional Development: Professional development topics such as: FCAT Item Specs, Differentiated Instruction, PACES, Edusoft, and Vocabulary Strategies in Science are offered throughout the school year.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Instructional Support Materials, Sciencesorous	Title 1	5000
Technology	Personal Computers (50) and Scanners for EduSoft, FCAT Simulation, Gizmo, and FCAT Explorer,	District Funds Title 1	1000
Professional Development	Power Writing, Gizmo, Differentiated Instruction, FCAT Explorer and Data Analysis	District Funding Title 1	100
Other			0
Total:			\$6,100.00

Goal:	Parental Involvement
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Needs Assessment Carol City Middle School faces the challenge of involving parents and community members. Most parents at Carol City Middle School are involved with the school on an "as needed basis" (parent/teacher conferences and special functions). Parents visit the school for Open House at the beginning of the school year in large numbers to meet the teachers and administrative staff. Parental involvement for the PTSA , parenting workshops, and academic related activities have increased by 35% when comparing the 2005-2006 Title 1 Administration Parental Involvement Monthly School Report to the 2006-2007 the Title I Administration Parental Involvement Monthly School Report

Objective Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of ten percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

Strategies In order to achieve the parental involvement objective for the 2007-2008 school year, Carol City Middle School will implement the following strategies:

1. Provide and maintain a parent resource center with the appropriate material and information to assist parents and students with home learning activities.
2. School events, workshops, parent meetings and other activities will be held at various times and days to accommodate parent schedules.
3. Provide parents with notifications in their native language.
4. Provide workshops to assist parents with the skills to assist students with home learning activities. Communication with parents will be via Connect Ed messages, school flyers, letters from the principal, and information distributed by the Community Involvement Specialist.

Evaluation In addition to evaluate this objective, workshop sign-in rosters, parental involvement records (sign-in rosters) and PTA membership rosters will be compared from the 2006-2007 school year to the 2007-2008 school year.

Research-based Programs School district website with parental resources.
School Resource Center.
Title 1 Parental Involvement Program.

Professional Development

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Continuous Improvement Model.	N/A	0
Technology	The Parent Resource Center is a designated area of the school where parents have access to technology.	Title I	500
Professional Development	Reading instruction at home and the use of electronic gradebook parent viewer are being emphasized for professional development.	Title I	300
Other	N/A	N/A	0
Total:			\$800.00

Goal:	Return on Investment
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Needs Assessment According to the Florida Department of Education, Carol City Middle School ranked at the 8th percentile on the 2004-2005 State of Florida ROI Index.

Objective Carol City Middle School's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Strategies

1. Consider shared use of facilities, partnering with community agencies.
2. Become more informed about the use of financial resources in relation to school programs.
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks, etc.
4. Collaborate with the district on resource allocation.

Evaluation On the next State of Florida ROI index publication, Carol City Middle School will show progress toward reaching the 9th percentile.

SCHOOL ADVISORY COUNCIL

Yes No The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The School Advisory Council meetings are held on a monthly basis to provide assistance and make recommendations for preparations and implementation of the School Improvement Plan. The School Advisory Council is allotted a budget of \$10 per student. The Educational Excellence School Advisory Council (EESAC) has assisted in the preparatrion of the School Improvement Plan in the following areas:

The EESAC recommended providing staff development inservices in order to implement reading, mathematics, writing, and science strategies listed in the School Improvement Plan.

The EESAC recommended the purchase of additional technology and software to enhance student academic achievement and teacher's and professional growth.

The EESAC recommended hiring additional personnel and purchasing reading materials to support the implementation of the reading strategies identified in the School Improvement Plan.

The EESAC recommended an after-school, and Saturday School tutorial program based upon data and research that will focus on implementing strategies identified in the School Improvement Plan.

The EESAC supported providing a reading class for students reading below third grade level. This will support the implementation of reading strategies identified in the School Improvement Plan.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	<p>Reading: Reading novels and additional varied reading material, Read 180 Program, Instructional Support Materials, Gates McGinitie Mathematics: FCAT Simulation, FCAT Explorer, Plato Software</p> <p>Writing: FCAT Explorer, FCAT Simulation, and Writing Traits</p> <p>Science: Instructional Support Materials, Sciencesorous</p> <p>Parental Involvement: Continuous Improvement Model.</p>	<p>Reading: Title 1 Budget/School Budget</p> <p>District Funds Available: \$5,000.00</p> <p>Mathematics: District Funds Title 1 Available: \$5,000.00</p> <p>Writing: Title 1 Available: \$1,000.00</p> <p>Science: Title 1 Available: \$5,000.00</p> <p>Parental Involvement: N/A Available: \$0.00</p>	\$16,000.00
Technology	<p>Reading: Personal Computers (50) and Scanners for EduSoft, FCAT Simulation, FCAT Explorer, Plato Software</p> <p>Mathematics: Personal Computers (50) and Scanners for EduSoft</p> <p>Writing: Personal Computers (50) and Scanners for EduSoft</p> <p>Science: Personal Computers (50) and Scanners for EduSoft, FCAT Simulation, Gizmo, and FCAT Explorer,</p> <p>Parental Involvement: The Parent Resource Center is a designated area of the school where parents have access to technology.</p>	<p>Reading: Title 1 School/District Budget Available: \$1,000.00</p> <p>Mathematics: District Funds Title 1 Available: \$1,000.00</p> <p>Writing: Title 1 Available: \$1,000.00</p> <p>Science: District Funds Title 1 Available: \$1,000.00</p> <p>Parental Involvement: Title I Available: \$500.00</p>	\$4,500.00

Professional Development	<p>Reading: CRISS Training, Data Analysis Interpretation Training,</p> <p>Educational Specialist will provide Instructional support in reading and mathematics.</p> <p>Reading Leader will provide staff development in reading strategies.</p> <p>Mathematics: CRISS Training, Data Analysis Interpretation Training, Educational Specialist will provide Instructional support in reading and mathematics.</p> <p>Reading Leader will provide staff development in reading strategies.</p> <p>Writing: Power Writing, Differentiated Instruction, and Data Analysis Science: Power Writing, Gizmo, Differentiated Instruction, FCAT Explorer and Data Analysis Parental Involvement: Reading instruction at home and the use of electronic gradebook parent viewer are being emphasized for professional development.</p>	<p>Reading: Title 1 School District Available: \$1,000.00 Mathematics: District Funds Title 1 Available: \$1,000.00 Writing: District Funds Title 1 Available: \$1,000.00 Science: District Funding Title 1 Available: \$100.00 Parental Involvement: Title I Available: \$300.00</p>	\$3,400.00
Other	<p>Reading: FCAT Workbooks, Overhead Projectors, VCR's, Transparencies for Overhead, Community Involvement Specialist, Parent Resource Center, School Tutorials, Materials for Parents</p> <p>Mathematics: Writing: Science: Parental Involvement: N/A</p>	<p>Reading: School Budget Title 1 Budget Available: \$100.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: N/A Available: \$0.00</p>	\$100.00
		Total:	\$24,000.00

IMPLEMENTATION EVALUATION

Carol City Middle School will ensure that all aspects of the School Improvement Plan are implemented with fidelity. Student growth will be monitored via tri-weekly and quarterly assessments. Collaborative data chats will ensure that instruction is being altered to meet the needs of the students.

Members

Signature

- 1) Nelson Izquierdo , Principal
- 2) Francisco Williams , SAC Chair
- 3) Natalie Moton , Union Steward
- 4) Brenda Jackson-Bass , Teacher
- 5) Sharon Wilson , Principal
- 6) Walter Kinsey , Parent
- 7) Mery Fernandez , Parent
- 8) Michelle Herrera , Student
- 9) Robert Fernandez , Student
- 10) Carmen Ganni , Business Member
- 11) Maggy Green , School Support Personnel
