VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

VISION/MISSION/BELIEF STATEMENTS

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

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

SCHOOL PROFILE DEMOGRAPHICS

SCHOOL PROFILE DEMOGRAPHICS

Facility/ Community
Carol City Elementary School is located at 4375 N.W. 3rd Drive in the City of Miami Gardens, Florida. The school was established in 1957, built on 11 acres of land. Carol City Elementary School, located in Miami Gardens, Florida, has been identified as a Title I School, with 96% of our students receiving free or reduced lunch. Ninety-six percent of the school population receives free or reduced lunch. There are no portable
classrooms at our school.

Our economically disadvantaged status is further confirmed by the fact that one in five Section 8 Housing Vouchers issued in Miami-Dade County are for our Miami Gardens community. This area absorbed an estimated 10 to 15 percent of the residents who were displaced with the 850 homes that made up Liberty City’s Scott-Carver Housing Projects that were demolished in 2001. This fact simply escalated our significant socioeconomic needs, high crime rates, high drop-out rates, and created more struggling schools in the community.

Our school will undergo a "major paint project" to include both interior and exterior painting. Additionally, a new Parent Drop-Off area and a new PE Shelter will be constructed.

Student Demographics
The ethnic/racial makeup of the student population is 75.4 percent black, 22.7 percent Hispanic, 1.1 percent white and .8 percent other. Carol City Elementary School serves 528 Kindergarten through Fifth grade students from the adjacent neighborhood. Fifty-four students participate in the Voluntary Pre-kindergarten/Title I or the Pre-kindergarten Students With Disabilities Programs. Our Students with Disabilities (SWD) population is comprised of Educable Mentally Handicapped (EMH), Specific Learning Disabled (SLD), and Gifted students. We have English Language Learners (ELL) comprising 0.098 percent of our student population.

The staff of Carol City Elementary School has a strong commitment to excellence in education and ensuring the academic success of all students. The hard work of caring, dedicated, and determined faculty, staff, students, parents, and community members has yielded a positive upward movement in academic achievement.

Continuing to implement the Continuous Improvement Model (CIM) with fidelity, hard work and dedication, the school is now graded a high "B", five points from an "A", on Florida’s A+ Plan of grading schools. Additionally, the school met 100% of the criteria for NCLB, making Adequate Yearly Progress for the 2007 school year.

While we celebrate our accomplishments, we realize that there are opportunities for improvement in the area of student achievement as evidenced by the following 2007-2008 results of students scoring at FCAT Achievement Levels 1 and 2. Forty percent of our students scored at FCAT Achievement Levels 1 and 2 in reading, thirty-three percent of our students scored at FCAT Achievement Level 1 and 2 in mathematics, and sixty one percent of our students scored at FCAT Achievement Levels 1 and 2 in Science.

Unique Aspects: STRENGTHS
The PTA, as well as the Parent Outreach Program, headed up by the school’s Community Involvement Specialist, are instrumental in identifying families in need of assistance and providing both direct support and referrals to appropriate social service agencies.

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

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

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

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

Carol City Elementary School received, or will receive, assistance from the following organizations:

Project Rewards and Incentives for School Educators (RISE)
The school was fortunate to be rewarded the Project Rewards and Incentives for School Educators (RISE) grant for the 2007-2008 school year. The goal of RISE is to increase student achievement by implementing an innovative pilot program designed to support the development of highly effective teachers and administrators in high-need schools.

Unique Aspects: AREAS OF CONCERN
The mobility rate for the school is 36%.

Because of the relatively low income bracket of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community.

Teacher Demographics
We have a strong competent team of teachers who personify the acronym TEAM . . . Together Everyone Achieves More. Our staff’s ethnic breakdown in number and percent are as follows: White: (13) thirteen total, (26%), Black: (28) twenty-eight total (56%), Native American: (1) one total (2%) and Hispanic: (8) eight total (16%). There is no concern regarding vacancies, recruitment, or retention of our teachers. The Leadership Team of our school is made up of select faculty, staff and administrators. They are our Principal, Assistant Principal, Grade Level Team Leaders, School Counselor, Reading Coaches, Library Media Specialist, Microsystems Technician, Math-Science Facilitator, Writing-Language Arts Facilitator, Community Involvement Specialist, Social Worker, and Security Guards. The number of employees in number and percent are as follows: part-time nine(9) total (12%) and full-time sixty-nine (69) total (88%).

Class Size/ Teacher-to Student Ratio
The average class ratio by grade levels for general education is 18 to 1 for grades K-3rd and 22 to 1 for grades four and five. All SWD are served in inclusion and pull-out models to meet their academic needs. The student to teacher ratios by grade levels are as follows: Pre-Kindergarten-1:12, Kindergarten-1:18, 1st Grade-1:18, 2nd Grade-1:18, 3rd Grade-1:17, 4th Grade-1:24, 5th Grade-1:26, 6th grade-1:25.

Attendance Rate
Comparative Trend Data for 2006-2007 and 2007-2008 show that our school has decreased in student attendance. Attendance decreased each quarter of the 2007-2008 school year when compared to each quarter of the 2006-2007 school year and compared to the District, with an average overall percentage of 95.38%; our percentage was 94.33%.

Measures are in place to ensure an improvement in this area. A group of staff members worked during the summer to strategize and make a plan for improvement. The plan was presented during the first faculty meeting of the school year, which is currently being implemented.

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

Our fifth grade students transition to Carol City Middle School. Currently, Carol City Middle is categorized as a “B” school. The demographics for Carol City Middle School are consistent with that of Carol City Elementary School.

Special Programs

Title I
Because Carol City Elementary School is comprised of over 90% of its student body receiving free or reduced lunch, the school receives additional funding from the Federal Government to ensure a high quality education for students. The school, parents, and the community work as partners to improve student academic achievement.

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

SECME
Carol City Elementary School implements SECME, a national strategic alliance to renew and strengthen the professional capacity of K-12 educators, motivate and mentor students, and empower parents so that all students can learn and achieve at higher levels. SECME encourages K-12 students to pursue careers in science, technology, engineering and mathematics through partnerships with local universities, government and industry agents.
School Community Relations/Partners
Our highly esteemed and appreciated Dade Partners are as follows: Books Are Fun/Reader's Digest, Church's Chicken, Comcast Cable Communications, Inc., Doctor's Medical Centers, Galaxy Skateway, McDonald's, Payless Shoes, Wal-Mart, World's Finest Chocolate Inc., and Tony Roma's Famous for Ribs

Grants
The current grants at Carol City Elementary are Title I, Project RISE, Kids Ecology Corps, Ready Schools Miami, and Reading First.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

The Administrative Team at Carol City Elementary School is comprised of Mrs. Patricia L. Bloodworth-Johnson, Principal, and Mr. David Hart, Assistant Principal.

PAT BLOODWORTH-JOHNSON, PRINCIPAL
Mrs. Bloodworth-Johnson has been in the field of education for the past seventeen and ½ years. She holds a Bachelor of Science Degree in Elementary Education from Florida A & M University (FAMU), and a Master of Science Degree in Educational Leadership from the University of Central Florida (UCF). Mrs. Bloodworth-Johnson started her career in education in 1991.

Her stint in education includes serving as: a classroom teacher, Curriculum Resource Teacher (CRT), Intern Supervisor, and Title I Specialist, where she worked in Title I schools assisting with Title I compliance issues and student achievement. She received accolades for being an outstanding educator who demonstrated innovative teaching skills and an extraordinary commitment to education. Early in her career, she traveled with a publishing company to various states, conducting literacy workshops for developing and implementing balanced reading programs. She was also invited to serve on a statewide Fall Regional Writing Assessment Committee for Florida, where she presented information to various counties about the state assessment, Florida Writes!, now known as FCAT-Writing).

Mrs. Bloodworth-Johnson was published in The Florida School Administrator, Winter, 1998, "Teacher Authority to Expel Students from the Classroom Still Confusing." Mrs. Bloodworth-Johnson has had the honor of serving on the ACCESS Center I Assistant Principal’s Steering committee and the Assistant Principals’ Liaison Committee for the District. Mrs. Bloodworth-Johnson is an active member of the Dade Association of School Administrators (DASA).

As an assistant principal, Mrs. Bloodworth-Johnson worked closely with the principal and staff of Amelia Earhart Elementary School, where she served six years, in upholding standards of excellence in teaching and learning. When Mrs. Bloodworth-Johnson joined the staff of Amelia Earhart Elementary School, the school
was recognized as a “C” school under Florida’s A+ Plan’s school grading system. Working closely with the principal, teachers and staff and community, staff, Mrs. Bloodworth-Johnson assisted the school to become recognized as an “A” school under Florida’s A+ Plan for five consecutive years. During her time of service, the school also met Adequate Yearly Progress (AYP) for the past two consecutive years.

Mrs. Bloodworth-Johnson joined the Carol City Elementary School Team, March of 2006. When Ms. Bloodworth-Johnson joined the Carol City Elementary Team, the school was a “C” under Florida’s A+ Plan and had not made Adequate Yearly Progress. The school was projected to become a “D” on Florida’s A+ plan of grading schools for the 2006-2007 school year. However, with the fabulous team of Carol City Elementary School: grade levels were reconfigured, departmentalization was implemented, and the Continuous Improvement Model was implemented with fidelity, ensuring data driven instruction and decision making. At the end of the school year, and the school grades were released, Carol City Elementary was graded as a “C”, only three points away from a “B”.

Carol City Elementary School experienced many academic accolades in the 2007-2008 school year, earning enough points (520) on Florida’s A+ Plan of grading schools to earn a high “B”, five points from a “A”. In addition, the school met 100% of the criteria for No Child Left Behind (NCLB), meeting Adequate Yearly Progress.

MR. HART, ASSISTANT PRINCIPAL
Mr. Hart, a 1998 nominee for Teacher of the Year (Natural Bridge Elementary School), was recognized as Who’s Who Among Teachers (2002), nominated for Assistant Principal of the Year (2004-2005), and completed the Principal Preparation Program (PPP) in June of 2006. He has worked diligently with the principal to support and increase student academic achievement. Mr. Hart’s professional preparation includes a Bachelor of Music Degree from the University of Miami (1990), Certification in Elementary Education from Florida Memorial College (1992), and a Master’s of Science Degree in Educational Leadership from Nova University (1996). He has facilitated and continues to facilitate and conduct staff member workshops in the following areas but not limited to: Professional Assessment and Comprehensive Evaluation System (PACES), Analysis of student data to increase student achievement, Student Performance Indicators (SPI), Academic Improvement Plan (AIP) Individual Education Plan (IEP), Sunshine State Standards and Competency Based Curriculum (CBC)

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

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

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Miami-Dade County Public Schools is committed to providing a highly qualified pool of teachers for all students. Instructional recruitment efforts include ongoing outreach to select Florida colleges and universities, in addition to higher education institutions across the nation. The District also utilizes alternative
methods to prepare career changers and non-education majors for effective classroom instruction. The use of technology enables procedures to be streamlined, providing a more efficient method of processing applicants and improving communication. Efforts to retain instructional staff are supported through collaboration between Professional Development and Human Resources.

Show Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Head Start Program
Three Head Start programs are housed at Carol City Elementary School through Florida Memorial University (FMU). The program enables children to receive an early start in obtaining an academic foundation on which to build skills for pre-kindergarten and kindergarten.

Youth Co-Op’s After School and Summer Camp Programs
The Youth Co-Op’s After School and Summer Camp programs provide a safe place for students to exercise their minds during “out-of-school” time. The programs engage students in academic exercises, drills, and homework assistance, permitting students to demonstrate new skills with proficiency. Cultural enrichment and research-based activities promote social and emotional growth for each student. The programs are free of charge to all participants.

An additional component of the Youth Co-Ops After School and Summer Camp Programs is job placement. The program will work directly with our parents in need of employment and assist them in securing jobs.

Ready Schools Miami
Ready Schools is a broad-based, collaboratively designed, planned and implemented initiative that works to accelerate, focus and connect existing school improvement and early learning programs with parents and community, social sector, philanthropic, governmental and educational institutions to ensure early childhood success in school.

Ready Schools is an inclusive “footprint”, a construct that mobilizes and focuses resources and expertise within, across, and outside school districts to produce sustainable and widespread improvement in student learning and healthy child development. Operationally, it is a comprehensive, coordinated strategy that connects the school district, elementary schools, early childhood learning centers and families with community-based organizations in support of improved child well-being and increased student academic achievement. (http://readyschoolsmiami.org/AboutUs.aspx)

School Wide Improvement Model
The staff of Carol City Elementary School has a strong commitment to excellence in education and ensuring the academic success of all students. The hard work of caring, dedicated, and determined faculty, staff, students, parents, and community members has yielded a positive upward movement in academic achievement.

At the end of the 2006-2007 school year, the school earned enough points on Florida's A+ Plan of grading schools to earn a high "C", three points from a "B". In addition, the school met 97% of the Adequate Yearly Progress criteria stipulated in No Child Left Behind (NCLB).

Continuing to implement the Continuous Improvement Model (CIM) with fidelity, hard work and dedication, the school is now graded a high “B”, five points from an "A", on Florida's A+ Plan of grading schools. Additionally, the school met 100% of the criteria for NCLB, making Adequate Yearly Progress for the 2007-2008 school year.

Carol City Elementary School employs the Plan-Do-Study-Act process for ongoing student achievement which involves the following process: 1. Plan: Disaggregate and analyze pertinent data, identify areas of strengths and weaknesses, form instructional groups based on data, prioritize skills needing improvement and set and monitor on-going goals through instructional calendars; 2. Do: Deliver lessons using instructional calendars; 3. Study: Administer frequent assessments following the teaching of skills, analyzing data, identifying areas and strategies requiring improvement and those that are working; 4. Act: Determine each student's next learning steps, remediation or enrichment, of skills or benchmarks. The on-going process is outlined below, which leads into the subsequent school year.

May 2008-July 2008
- FCAT and other district assessment results were received and meetings convened to debrief the 2007-2008 school-year, disaggregate data, identify areas of strengths and opportunities for improvement, and plan for the 2008-2009 school year. (Administration, Selected Teachers, Reading Coach)
- Preliminary instructional student groupings were formed for the 2008-2009 school year. (Administration Select Teachers)
- Benchmark calendars were created for targeted instruction based on results of assessments. (Administration, Reading Coach, Writing Coach, and Math/ Science Facilitator)
- Intervention strategies and schedules for students based on assessment outcomes are developed. (Administration, Reading Coach, Select Teachers)

August-December (2008)
- Baseline assessments are to be administered, scored, analyzed, and plans for remediation and acceleration are developed. (Administration, Reading Coaches, Writing Coach, and Math/ Science Facilitator)
- Bi-weekly grade level meetings will occur to discuss outcome of on-going assessments and plan and strategize for students' next learning steps. (Administration, Reading and Writing Coaches, Science/ Mathematics Facilitator, and Teachers)
- All tutorial programs, Mondays, Tuesdays, Thursdays (Before and after school), during school and Saturdays will be implemented (Administration, Tutorial Teachers, Mathematics and Writing Coaches, Science/ Mathematics Facilitator)
- Bi-weekly reading, mathematics, and science assessments will be administered to monitor students’ progress toward mastery of the Sunshine State Standards. (Administration, Science/ Mathematics Facilitator, and Teachers)
- On-going school-wide writing prompts will be administered and scored using the FCAT Writing+ Assessment Rubric. (Administration, Writing Coach)
Ongoing classroom demonstrations and training will be conducted by school’s Reading Coaches, Mathematics/Science Facilitator, and EDA Consultant for teachers on the Sunshine State Standards (SSS).

Parent meetings will be conducted to equip parents to assist students in academic areas. (Administration, Parent Academy, Community Involvement Specialist, Reading and Writing Coaches, and Science/Mathematics Facilitator)

January-May (2009)
Student-focused grade level meetings will continue.
Tutorials will continue.
Ongoing classroom demonstrations and training will continue by school’s Reading Coaches, Mathematics/Science Facilitator, and EDA Consultant for teachers on the Sunshine State Standards (SSS).
District’s Comprehensive Research Based Reading Plan (CRRP), Science Plan, and Mathematics Plan will be implemented and monitored. (Administrators, Science/Mathematics Facilitator, and Reading and Writing Coaches)
Sunshine State Standards Assessments simulations will be conducted to gather further data concerning the progress of students’ acquisition of the Sunshine State Standards (SSS). (Administration, Reading and Writing Coaches, Teachers, and Mathematics/Science Facilitator)
Administer FCAT Simulation and analyze results as a further means to monitor students’ acquisition of the Sunshine State Standards and make necessary adaptations to instruction and tutorial programs. (Administration, Reading and Writing Coaches, Teachers, and Mathematics/Science Facilitator)

The following assessments will be utilized to serve as guides for data-driven instruction and professional development for teachers:
- Comprehensive Baseline Assessments for mathematics, reading, science, and writing.
- Bi-weekly Reading Assessments
- DIBELS
- DAR (selected students struggling to reach reading proficiency)
- EDA Assessments
- District Interim Assessments for reading, writing, and mathematics

The aforementioned process will provide assistance in effectively addressing the academic needs of all subgroups identified in No Child Left Behind (NCLB) to ensure mastery of the Sunshine State Standards for all students. Ongoing monitoring and continuous communication and feedback by administration is woven throughout the process.

NCLB Public School Choice

Note: Required for Title I

Every effort is made to maintain a strong home-to-school partnership with parents. Monthly newsletters and calendars are sent to parents. The school utilizes Connect-Ed, an automated telephone system provided by the district, to communicate pertinent information and important reminders related to school to parents. Monthly “Chew-and-Chat with the Principal” meetings are convened. The purpose of these meetings is to provide a two-way communication forum, where parents are invited to come to school, have breakfast or lunch and discuss concerns with the principal. Parents are encouraged to join the school’s EESAC and PTA.
Pre-School Transition

Note: Required for Title I

Transitioning from a Preschool to a Kindergarten setting is a potential source of concern for teachers, parents, and students. Understanding the aforementioned, Carol City Elementary School is committed to making this delicate process a positive one for all stakeholders.

A Power Point presentation is available in order to provide parents with information regarding what to expect once their children enter kindergarten. The following topics are discussed: a) the role of the parent; b) school hours; c) kindergarten routine; d) curriculum and standards; e) grades; f) progress report cards; g) home learning; h) uniforms; and i) breakfast and lunch. In addition to the Power Point presentation, a kindergarten orientation is provided to the parents and visitation to their child's future kindergarten classroom is encouraged.

Carol City Elementary School participates in Project Big Step, which focuses on the transition from the Head Start Pre-Kindergarten programs to public school kindergarten programs as a continuous process. Transition activities are coordinated between Head Start and Miami-Dade County Public Schools to support children and families as they make this transition.

The assessment tools used to determine student readiness rates in Pre-Kindergarten are the Phonological and Early Literacy Inventory (PELI) and the Batelle Developmental Inventory (BDI) 2nd edition. The needs assessment tool used is the Devereax Early Childhood Assessment (DECA). The staff responsible for implementing strategies is the Pre-Kindergarten teacher.

Communication with parents in achieved via home remittance of a newsletter. In addition, individualized communication- when deemed necessary by either the teacher or the parent- is accomplished through phone calls, e-mail and scheduled meetings. The aforementioned suggests activities that can be performed by the parents, with their children, that will enhance and reinforce the learning that is taking place at school. Funding and resources necessary for the implementation of the transition program will be provided by the district’s Pre-K program.

Parents are encouraged to provide feedback on the Power Point presentation and the newsletters received. According to their feedback, the items are edited and their content implemented. In addition, a survey is sent home at the end of the year to gather information about the program as a whole. Furthermore, the informal assessment of the effects of the home-based activities suggested in the newsletter on the students' performance at the school is used to evaluate the quality and effectiveness of the plan.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring
The Reading Coaches 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.

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

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

Support will be provided to new teachers to the profession as mandated by Miami-Dade County Public Schools. Teachers will participate in professional development and support trainings provided by the district. All new teachers will be assigned two colleague teachers, or an optional third colleague teacher, by mutual agreement of the teacher and principal, as part of the district's Professional Assessment and Comprehensive Evaluation System (PACES). A needs-assessment will be completed by the beginning teacher to identify major areas where support is needed (classroom management, planning, etc.). The school's reading coaches and administration will provide additional support and assistance. The mentors and mentees are as follows: Mentor-Ms. Youngblood:Mr. Corbitt; Mentor- Mrs. Joseph:Ms. Jordan, and Mr.Carr; Mentor-Ms. Mansoori: Ms. Parades

Support for all teachers will be given through a collegial model, where teachers support teachers through
common planning times and attend regularly scheduled grade-level meetings to discuss concerns and issues regarding student achievement. Support will also be provided by administration in analyzing ongoing student achievement data, the school’s Reading and Writing Coaches and Science/Mathematics Facilitator who will provide trainings and in-class demonstrations as needed. The Professional Assessment and Comprehensive Evaluation System (PACES) will be used to evaluate all teachers.

Mentoring activities include weekly meetings with fellow grade level teachers; bi-weekly meetings between mentors and mentees; monthly meetings with the principal. The mentors will observe the instruction delivered by the mentees on a monthly basis and will provide regular feedback regarding strengths and weaknesses. The mentees should show continuous professional growth in all areas critiqued using the PACES form of evaluation. The mentees should strive for successfully completing all areas of the PACES form of evaluation at the close of the year review with administration.

Those teachers that are deemed low-performing as identified through PACES will be assigned two mentors who have completed the PACES training to assist and support them throughout the school year. Currently we have no teachers who fall into this category.

**Show Attached Teacher Mentoring List**

**Extended Learning Opportunities**

**Note: Required for Title I**

**Tutoring Programs**

Carol City Elementary School provides before, after, and Saturday Fun, Pizza, and Learning (FPL) tutorial programs in reading, writing, science, and mathematics, designed to meet students’ academic needs. The aim of the tutorial programs is to further address the learning needs of all students, both proficient and non-proficient.

Tutorial services that address identified area(s) of need are also provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading, to meet the definition of scientifically research-based. The data from the school-wide reading pretest and posttest, to be administered in August, 2008 and February, 2009, as well as school-wide bi-weekly reading benchmark assessments administered from September, 2008 to December, 2008 will be used to analyze student performance. To meet the criteria, the expected result is 70%. The success of the tutorial program will be measured by 70% of the students participating in the tutorial program will score at or above the achievement level of 3 on the 2009 administration of the FCAT.
Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

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

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent
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<th>Master Schedules Based on Student Needs</th>
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**GOALS**

**Goal: Reading**

*Note: Required for Title I
Scroll down for school data*

*Needs Assessment:*
The results of the 2008 Reading administration indicate that 60 (sixty) percent of the students tested in Grades 3 through 6 met high standards in reading. In addition, 61 (sixty-one) percent of students in Grades 3-6 made learning gains. The following data shows FCAT Reading levels of students in grades three through six by percentages:

- Grade 3: Level 1 (18%), Level 2 (21%), Level 3 (39%), Level 4 (19%), Level 5 (2%)
- Grade 4: Level 1 (28%), Level 2 (22%), Level 3 (28%), Level 4 (17%), Level 5 (6%)
- Grade 5: Level 1 (28%), Level 2 (27%), Level 3 (33%), Level 4 (10%), Level 5 (1%)
- Grade 6: Level 1 (20%), Level 2 (25%), Level 3 (36%), Level 4 (18%), Level 5 (1%)

A three-year analysis of the reading Content Cluster data indicates that students in Grades 3 through 6 obtained 50 (fifty) percent or more of the total possible points for each benchmark assessed in the 2008 FCAT Administration, but scored below the State and District except for the Content Clusters of Words & Phrases and Reference & Research in fourth grade.

The student population of Carol City Elementary School is comprised of the following subgroups:
- African American
- Economically Disadvantaged
- Hispanic
- English Language Learners (ELL)

All subgroups met Adequate Yearly Progress (AYP) under the mandates for No Child Left Behind (NCLB). Concentrated efforts will continue throughout the 2008-2009 school year to ensure meeting Adequate Yearly Progress for all subgroups.

*Objective:*
Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 65% of students scoring at or above FCAT Achievement Level 3 on the 2009 administration of the FCAT-Reading Assessment.

*Strategies:*
1. Departmentalize grades 2 through 5 and provide flexible grouping for instruction based on 2008 FCAT Reading data. (Administration, Reading Coaches, August, 2008).
2. Implement and monitor differentiated instruction to all. (Administration, Reading Coaches, June, 2009).
3. Administer a comprehensive baseline assessment to determine instructional needs of students. (Administration, Reading Coaches, August, 2008).
4. Provide continuous professional development to support the Comprehensive Research-Based Reading Plan. (Administration, Reading Coaches, June, 2009).
5. Provide Immediate Intensive Intervention for students scoring Level 1 and 2 on the 2008 FCAT Reading test using Voyager. (Administration, Reading Coaches, June, 2009).
6. Administer bi-weekly benchmark assessments as well as the District Interim
Assessment two times per year and analyze data using Edusoft. (Administration, Reading Coaches, June, 2009).

(7) Promote and monitor independent reading with Accelerated Reader. (Administration, Reading Coaches, June, 2009).

(8) Create, distribute, and implement a benchmark calendar based on the results of the baseline data and provide instructional strategies for each benchmark. (Administration, Reading Coaches, June, 2009).

(9) Initiate Before and After School Tutoring to address individual student needs related to Sunshine State Standards and evaluate the effectiveness of the program by analyzing the results of pre and post tests. (Administration, Reading Coaches, June, 2009).

*Evaluation:

Formative Assessments (Target of 70% Mastery)
- SSS Comprehensive Baseline assessment
- Bi-weekly Benchmark Assessments
- District Interim Progress Assessments
- Classroom Assessments

Summative Assessments: (Targets: 65% proficient)
- FCAT-SSS
- FCAT-NRT

Evaluation of Reading Tutorial Program:
- Pre/Post Tests (Target- 70% mastery)
- On-going communication between Supplemental Educational Services (SES) provider(s) and school.

In addition, the objective will be met by 65% of students scoring at or above FCAT Achievement Level 3 on the 2009 administration of FCAT-Reading.

The evaluation of the reading tutorial program will be measured by the school based reading pre and posttest and bi-weekly reading benchmark assessments. The success of the tutorial program will be measured by 70% of the participating students will score at or above the FCAT achievement level of 3 on the 2009 administration of the FCAT.

All third grade students and those in fourth and fifth grades who scored a level 1 or 2 will be administered the oral reading fluency subtest of the DIBELS assessment. The target is for eighty percent of the students scoring within the low risk range.

*Evidence-based Program(s):

- Core Reading Program, Houghton Mifflin,
- Supplemental Intervention Reading Programs: Houghton Mifflin, Elements of Reading-Vocabulary, Quick Reads, and Successmaker.
- Comprehensive Intervention Reading Programs: Voyager

*Professional Development:

Professional Development will be provided based on the outcome of surveys completed by teachers, data results from formative and summative assessments, and areas suggested by administration. Ongoing professional development will be offered on the second Wednesday of the month, where teachers will receive Master Plan Points (MPP) toward recertification. Topics for the 2008-2009 school year include, but are not limited to:

- Weekly Data Chats
- Weekly Grade Level Meetings
- Two District Professional Development Days
Budget:

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*Non-Highly Qualified Instructors:*

The following teacher is currently not deemed as highly qualified:

Andre Corbitt (289507)

This instructor is an active participant in the MINT Program provided by the district. He is scheduled for ongoing professional development activities throughout the year. He has successfully completed the district’s New Educators Support Teams (NEST) Program. In addition, there is an in-school support mentoring team assigned to provide targeted assistance.

Goal: Mathematics

*Note: Required for Title I

Scroll down for school data

*Needs Assessment:*

The results of the 2008 FCAT-Mathematics administration indicate that 68% of
students tested in grades 3 through 6 met high standards in mathematics, a
twelve percentage point increase from the 2007 administration. In addition, 71% of
students in grades 3 through 6 made learning gains, a two percentage point
increase (from sixty-nine) over students making learning gains on the 2007
administration of the FCAT.
The following data shows FCAT Math levels of students in grades 3 through 6 by
percentages:
Grade 3- Level 1(6%),Level 2(15%),Level 3(44%),Level 4(28%),Level 5(7%)
Grade 4- Level 1(15%),Level 2(17%),Level 3(43%),Level 4(19%),Level 5(7%)
Grade 5- Level 1(26%),Level 2(24%),Level 3(21%),Level 4(23%),Level 5(6%)
Grade 6- Level 1(16%),Level 2(26%),Level 3(35%),Level 4(20%),Level 5(3%)
A three-year analysis of FCAT Mathematics strands (Data Analysis, Number Sense,
Measurement, Geometry, and Algebraic Thinking) indicates that students in Grades
3 through 5 have steadily increased their achievement levels, and continue to
meet or exceed district and state levels of progress.

District Interim Assessments will be used to monitor student progress on a
quarterly basis.

The student population of Carol City Elementary School is comprised of the
following subgroups:
- Black
- Economically Disadvantaged
- Hispanic
- English Language Learners (ELL)
All subgroups met Adequate Yearly Progress (AYP) under the mandates for No
Child Left Behind (NCLB). Concentrated efforts will continue throughout the 2008-
2009 school year to ensure meeting Adequate Yearly Progress for all subgroups.

*Objective:
Given instruction based on the Sunshine State Standards (SSS), the number of
students meeting high standards in grades 3 through 5 will increase by 5
percentage points on the 2009 administration of the FCAT Mathematics Test as
compared to the 2008 administration of the FCAT Mathematics Test.

*Strategies:
1. Provide staff development by administration and EDA Acaletics
Consultant. (Administration; August, 2008 – March, 2009)

2. Review FCAT data and specific student needs during the preliminary
and subsequent planning meetings for teachers in grades 3
through 5. (Administration, Math/Science Facilitator, Classroom
Teachers; August, 2008 – March, 2009)

3. Provide opportunities for students to work cooperatively using
manipulatives and problem solving techniques, in order to develop
higher order thinking skills. (Classroom Teachers; August, 2008 –
June, 2009)

4. Implement the Plan-Do-Study-Act model to improve student
achievement. (Administration, Math/Science Facilitator, Classroom
Teachers; August, 2008 – June, 2009)

5. Establish Intensive-Remedial classes. (Administration; August,
2008)

6. Develop and implement an Instructional Focus Calendar to support
the instruction of the Sunshine State Standards, objectives, and
benchmarks, making necessary adjustments as indicated by
assessment data. Conduct weekly grade level/administrative
meetings to discuss, and if necessary, realign instructional
calendar and strategies based on the results of ongoing
instruction. (Administration, Math/Science Facilitator, Classroom
7. Administer district and Acaletics Pretest assessments aligned to the Sunshine State Standards to establish baseline data for students' mathematics proficiency. Disaggregate and configure flexible instructional Edusoft Custom Groups, based on test results. Ongoing biweekly mathematics assessments will be used as a means of monitoring students strengths and areas for improvement, to monitor and adjust curriculum as needed. District Interim Assessments will be used to monitor student progress on a quarterly basis. (Administration, EDA Consultant, Math/Science Facilitator, Classroom Teachers; August, 2008 – May, 2009).

8. Employ a Science/Math Facilitator to provide support with instructional strategies, and small group instruction. (Administration; August, 2008 – June, 2009)

9. Work closely with the Supplemental Educational Services (SES) providers to ensure that students are mastering the Sunshine State Standards. District Interim Assessment data for mathematics will be used to monitor the progress of students participating in this program. (Administration, SES Coordinator, Math/Science Facilitator; August, 2008 – May, 2009)

10. Provide instruction of Science-Engineering-Communications-Mathematics-Enhancement (SECME) for students to reinforce and enhance objectives which are aligned to the Sunshine State Standards. Also provide enrichment activities through the SECME Stars Afterschool Program. District Interim Assessment data for mathematics will be used to monitor the progress of students participating in this enrichment program. (Administration, Math/Science Facilitator; August, 2008 – May, 2009)

**Evaluation:**

This objective will be evaluated by 73% of students scoring at or above FCAT Achievement Level 3 on the 2009 administration of FCAT-Mathematics.

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

Formative Assessments (Target of 70% Mastery)
- SSS Comprehensive Baseline Assessment
- Monthly Benchmark Assessments
- District Interim Progress Assessments
- Classroom Assessments
- EDA Assessments

Summative Assessments: (Target: 73% Mathematics proficient)
- FCAT-SSS

Evaluation of Mathematics Tutorial Program:
Pre/Post Tests (Target-70 % mastery)
- Ongoing communication between Supplemental Educational Services (SES) provider(s) and school.

**Evidence-based Program(s):**

Harcourt Mathematics Series
Riverdeep
FCAT Explorer
Success Maker
Professional Development:

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

Ongoing professional development will be offered on the second Wednesday of the month, where teachers will receive Master Plan Points (MPP) toward recertification. Topics for the 2008-2009 school year include, but are not limited to:

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

Budget:

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Total: $0.00

*Non-Highly Qualified Instructors:*

The following teacher is currently not deemed as highly qualified:

Andre Corbitt (289507)

This instructor is an active participant in the MINT Program provided by the district. He is scheduled for ongoing professional development activities throughout the year. He has successfully completed the district’s New Educators Support Teams (NEST) Program. In addition, there is an in-school support mentoring team assigned to provide targeted assistance.
Goal: Writing

*Note: Required for Title I

Scroll down for school data

*Needs Assessment: The 2007 FCAT-Writing+ results show that 88 percent (eighty-eight) percent of students tested in grade 4 met or exceeded established high standards in writing.

*Objective: Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by 88% of students meeting or exceeding high standards on the 2009 administration of the FCAT-Writing Assessment.

*Strategies:
1. Administer a school-wide District pretest and analyze results in order to identify areas of strengths and weaknesses and instructional starting points to improve writing. (Administration, Reading Coaches; August, 2008)

2. Administer a school-wide District interim assessment and analyze results in order to identify areas of strengths and weaknesses and instructional starting points to improve writing. (Administration, Reading Coaches; August, 2008)

3. Administer monthly on-going progress monitoring assessments and analyze results in order to identify areas of strengths and weaknesses and instructional starting points to improve writing. (Administration, Reading Coaches; January, 2008)

4. Administer a school-wide District posttest assessment and analyze results in order to identify areas of strengths and weaknesses and instructional starting points to improve writing. (Administration, Reading Coaches; April, 2008)

5. Provide data analysis meetings to discuss the strengths and weaknesses of the overall classroom instruction and the needs of individual students, from September, 2008 to February, 2009. (Administration, Reading Coaches; February, 2008)

4. Conduct “Writing Right” professional development for teaching writing for teachers. From September, 2008 to May, 2009 (Administration, Reading Coaches, Fourth Grade Teachers)

5. Provide tutoring for fourth grade students with a focus on improving students’ writing proficiency. Ongoing from September, 2008 to February, 2009. (Administration, Reading Coaches, Arts teachers)

6. Work closely with the SES providers to ensure that students are mastering the Sunshine State Standards. Ongoing from September, 2008 to February, 2009. (Administration, Reading Coaches).

*Evaluation: Formative Assessments (Target score of 4)
- Baseline Writing Assessment
- Interim Writing Assessment
- Post Writing Assessment
- Classroom Assessments

Summative Assessments: (Targets: 88%)
**-FCAT Writing**

**Evaluation of Reading Tutorial Program:**
-Pre/Post Tests (Target-90% of the students will achieve a score of 4)

In addition, the objective will be met by 88% of students scoring at or above FCAT Achievement Level 3.5 on the 2009 administration of FCAT Writing.

The evaluation of the writing tutorial program will be measured by the school based reading pre and posttest and the interim writing assessments. The success of the tutorial program will be measured by 88% of the participating students will score at or above the FCAT achievement level of 3.5 on the 2009 administration of the FCAT.

**Evidence-based Program(s):**
- Comprehensive Research-based Reading Plan

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

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### Budget:

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**Final Total: $0.00**

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**Goal: Science**

*Note: Required for Title I*
*Needs Assessment:* Results of the 2008 FCAT-Science scores show that 32% of Carol City Elementary School’s fifth grade students met high standards, a four percentage point increase over the previous school year.

A three-year analysis of FCAT Science clusters (Physical & Chemical Science, Earth & Space Science, Life & Environmental Science, and Scientific Thinking) indicates that the percentage of students achieving Level 3 or higher has steadily increased (2006 - 6%, 2007 - 28%, 2008 - 32%).

A continued and intense focus will be placed on the area of science instruction, strategies, and interventions to increase the acquisition and proficiency of students’ science skills. District Interim Assessments will be used to monitor student progress on a quarterly basis.

*Objective:* Given instruction using the Sunshine State Standards (SSS), the number of students meeting high standards in grade five will increase by 18 percentage points on the 2009 Science Test as compared to the 2008 administration of the FCAT Science Test.

*Strategies:*

1. Review FCAT data specific to student needs during the preliminary planning meeting for teachers in grade five. Conduct monthly grade level administrative meetings to discuss, and if necessary, realign the instructional calendar to support instruction of Sunshine State Standards. (Administration, Math/Science Facilitator, Classroom Teachers; July, 2008 – June, 2009)

2. Provide professional development opportunities for staff by district, school-level and North Regional Center personnel. (District Support Personnel, Administration, Math/Science Facilitator; September, 2008-May, 2009)

3. Administer district and school-level Pretest assessments aligned to the Sunshine State Standards to establish baseline data for students’ science proficiency. Disaggregate and configure flexible instructional Edusoft Custom Groups, based on test results. Ongoing biweekly science assessments will be used as a means of monitoring students strengths and areas for improvement, to monitor and adjust curriculum as needed. (Administration, Math/Science Facilitator, Classroom Teachers; August, 2008 – May, 2009)

4. Employ a Science/Math Facilitator to provide support with and provide hands-on, minds-on lab experiences for students that reinforce and strengthen classroom instruction. Small, flexible student groups will receive remedial tutorial services directed by biweekly testing results. (Administration, Math/Science Facilitator; August, 2008 – March, 2009)

5. Present opportunities for students to work cooperatively using manipulatives and problem solving techniques, in order to develop higher order thinking skills. Integrate science and mathematics curriculum to maximize instruction and planning. Implement “Power Writing” in classroom and lab activities. (Math/Science Facilitator, Classroom Teachers; August, 2008 – May, 2009)

6. Create, distribute, and implement an Instructional Focus Calendar to support implementation of Sunshine State Standards objectives and benchmarks and monitor students’ science skills acquisition. (Administration, Math/Science Facilitator; August, 2008 – May, 2009)

7. Continue partnership with National Aeronautics and Space Administration (NASA) as an identified “NASA Explorer School,”
which will provide integration and intensive curriculum in alignment with Sunshine State Standards. (Math/Science Facilitator; August 2008 – June, 2009)

9. Provide instruction of Science-Engineering-Communications- Mathematics-Enhancement (SECME) for students to reinforce and enhance objectives which are aligned to the Sunshine State Standards. Also provide enrichment activities through the SECME Stars Afterschool Program. (Administration, Math/Science Facilitator; August, 2008 – May, 2009)

*Evaluation:

The 2009 FCAT Science school report will show that 50 % or more of fifth graders taking FCAT-Science will score at or above FCAT Achievement Level 3.

Summary of Assessments
Formative Summative Assessments
- Comprehensive Pre-Test -FCAT-SSS
- Bi-weekly Benchmark Assessments -Comprehensive Post Test
- District Interim Progress Assessments
- Classroom Assessments

Evaluation of Science Tutorial Program
Pre/Post Test

*Evidence-based Program(s):
Scott Foresman Science

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

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

Topics for the 2008-2009 school year include, but are not limited to:

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

Budget:

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</table>
**Non-Highly Qualified Instructors:**

The following teacher is currently not deemed as highly qualified:

Andre Corbitt (289507)

This instructor is an active participant in the MINT Program provided by the district. He is scheduled for ongoing professional development activities throughout the year. He has successfully completed the district’s New Educators Support Teams (NEST) Program. In addition, there is an in-school support mentoring team assigned to provide targeted assistance.

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**Goal: Parental Involvement**

*Note: Required for Title I*  

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

We recognize the value in home-school involvement. We work closely with parents and try to make accommodations for those who may not be able to attend meetings due to circumstances. A parent survey was conducted by Carol City Elementary School. The survey revealed that 27% of the parents did not attend parent meetings during the school year while 73% of the parents did attend the meetings. The parent survey showed that parents who never attended a meeting were willing to attend if babysitting services were made available.

**Objective:** Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of...
parents attending evening parent training sessions as evidenced by comparing sign-in sheets for the 2007-2008 and 2008-2009 school years.

*Strategies:

1. Survey parents through a “Parent Interest Survey” to discover topics of interest and needs for training. (Administration, Community Involvement Specialist; August, 2008)

2. Provide Parent Workshops in each curriculum area to demonstrate effective strategies that parents can use to promote reading, writing, mathematics and science skills. (Administration, Community Involvement Specialist; August, 2008 - June, 2009)

3. Encourage parent volunteers to assist in classroom activities. (Administration, Community Involvement Specialist, Instructional Staff; August, 2008)

4. Assign Community Involvement Specialist to provide continuous parent contact and promote parental involvement. (Administration; August, 2008 - June, 2009)

5. Continue to implement monthly Chew and Chat with the Principal meetings with parents to promote an open forum for parents to communicate needs and concerns about the school. (Administration, Community Involvement Specialist; August, 2008 - June, 2009)

*Evaluation:

Forty-five percent of parents will attend at least one school event and/or training for the 2008-2009 school year.

*Evidence-based Program(s):

National Standards for Parent and Family Involvement Programs

*Professional Development:

Parents will be surveyed to find out areas of interests and needs for trainings.

The school will utilize the district’s Parent Academy to meet the needs and interests of parents for trainings.

Budget:

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Goal: Return on Investment

**Needs Assessment:** Carol City Elementary School will increase, by three percentage points, (from 9 to 12) on next publication of the State's Return on Investment (ROI) report.

**Objective:** Carol City Elementary School will improve its ranking on Florida's Return on Investment (ROI) index publication from the 9th percentile in 2007 to the 12th percentile in the next publication.

**Strategies:**

1. Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff. (Administration, Instructional Staff; July, 2008 - June, 2009)

2. Identify lowest quartile students early and provide additional assistance. (Administration, Instructional Staff; July, 2008 - June, 2009)

3. Provide strategies to parents for their student’s academic improvement. (Administration, Instructional Staff; August, 2008 - June, 2009)

4. Continue to provide high quality teacher professional development and monitor its implementation. Develop strategies to lower the cost per weighted full time equivalent (FTE) student. (Administration, District Instructional Leadership; August, 2008 - June, 2009)

5. Purchase research-based materials and utilize the district warehouse for materials/supplies. (Administration; August, 2008 - June, 2009)

6. Use purchased programs effectively and increase student participation. (Administration, Instructional Staff; August, 2008 - June, 2009)

7. Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves. (Administration, Instructional Staff; August, 2008 - June, 2009)

8. Utilize school and district in-service training. (Administration, District Instructional Leadership; August, 2008 - June, 2009)

9. Research-based Programs, see core subject area goals/objectives. (Administration; July, 2008 - June, 2009)

10. Professional Development, see core (Administration; July, 2008 -
June, 2009)

**Evaluation:** Carol City Elementary School will be ranked at or above the 12th percentile on the next ROI publication.

*End of Return on Investment Goal*
ADDITIONAL GOALS

No Additional Goals were submitted for this school
FINAL BUDGET

Evidence-based Program(s)/Material(s)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Houghton-Mifflin Reading Program; Classroom Libraries; Quickreads; Program Early Success Soar to Success Voyager</td>
<td>District Funds; Reading First Funds; Title I Funds</td>
<td>$12,729.00</td>
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Technology

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<td>Reading</td>
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<td>Title I; District Funds</td>
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Professional Development

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<tr>
<td>Reading</td>
<td>Reading Coach; School Site Training/Temporary Instructors</td>
<td>Reading First Funds; Title I Funds; District Funds</td>
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Other

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Final Total: **$273,491.00**

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. 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.

✔ Yes. Agree with the above statement.

SAC Involvement

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision-
making at the school relating to the implementation of the School Improvement Plan. The EESAC’s function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

The EESAC is composed of the principal, teachers, education support employees, students, parents, and other citizens who are representative of the ethnic, racial, linguistic, disabled and economic community served by the school.

Proper notice is given to the election of Council members in accordance with Florida’s Government in the Sunshine Law. Every effort is made to hold elections for each constituent group during hours that are convenient for each constituent group.

The EESAC includes at least one member (administrator, teacher, parent or community member) who represents the Special Education program at the school. Council members representing teachers, education support employees, students, and parents are elected by their respective peer groups at the school in a fair and equitable manner as follows:

1. Teachers are elected by teachers.
2. Education support employees are elected by education support employees.
3. Students are elected by students.
4. Parents are elected by parents.

The EESAC’s budget is approximately $8055.89. The Council will examine the most effective use of these funds with a goal of positively impacting student achievement. Possible projects include matching funds for the media center and allocation for support materials to enhance student learning.

The EESAC assists in the development of the School Improvement Plan in the following manner: Committees are assigned a goal on which to develop. Meetings ensue to develop the goals, strategies, objectives, and action steps. Committees present the final product to the Council and staff for approval and recommended changes are made based on the input of all entities.

SAC Members

Members

1) Patricia Bloodworth-Johnson, Principal
2) Ellen Suppa, SAC Chair
3) Jasmine Montague, Teacher
4) Mary McLean, Teacher
5) Florence Fennell, Teacher
6) Sandy Jospeh, Teacher
7) Gloria Lerner, Teacher
8) Richard Runge, Business Member
9) Wendy Weintraub, Business Member
10) Jay Lee, Business Member
11) Isreal Mason, Business Member
12) Janet Bell, Business Member
13) Luwanna Riles, Parent
14) Issiah Walker, Parent
15) Yvette Delancy Charlie, Parent
16) Angela Hutchins, Parent
17) Therese Dones, Parent
18) Anthony Ivy, Parent
19) Chantrele Allen, Parent
20) Yovani Perez, Parent
21) Lesa Finnie, Parent
22) Denard Clark, Parent
23) Elizabeth Leon, Parent
24) Linda Blocker, Parent
25) Donna Major, Parent
26) Dennis McNamara, Parent
27) Fatima Diaz, Parent
28) Cecil Brown, Parent
29) Yajaira Gotay, Parent
30) Patrice Huneiti, Community Member
31) Cycloria Knight, School Support Personnel
The implementation of the School Improvement Plan will be closely monitored by the school's Leadership Team and the EESAC, using the PDSA Model. A comprehensive mid-year review, as required by the District and State will occur as mandated.
REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

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Name of Assessment Used: Baseline Assessment
Name of Baseline Assessment: Grade 3 Mathematics Baseline Test, FCAT Writing Pretest

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Name of Assessment Used: Baseline Assessment
Name of Baseline Assessment: Grade 4 Mathematics Baseline Test, FCAT Writing Pretest

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Name of Assessment Used: Baseline Assessment
Name of Baseline Assessment: Grade 5 Mathematics Baseline Test, Baseline Benchmark Assessment - Science Grade 5

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## Baseline data aggregated at school level

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<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
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<tbody>
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<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
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No data submitted

**End of Baseline Data Report**
### AYP DATA

#### 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2

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<tr>
<th>Group</th>
<th>Reading Tested 95% of the students</th>
<th>Math Tested 95% of the students</th>
<th>58% scoring at or above grade level in Reading?</th>
<th>62% scoring at or above grade level in Math?</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
<th>% of students on track to be proficient in reading</th>
<th>Growth model reading</th>
<th>% of students on track to be proficient in math</th>
<th>Growth model math</th>
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<td>65 Y</td>
<td>74 Y</td>
<td>55 46 Y</td>
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<td>74 Y</td>
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<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested 95% of the students</th>
<th>Math Tested 95% of the students</th>
<th>51% scoring at or above grade level in Reading?</th>
<th>56% scoring at or above grade level in Math?</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
<th>% of students on track to be proficient in reading</th>
<th>Growth model reading</th>
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### SCHOOL GRADE DATA
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>2005-2006 School Grade</th>
<th>Did the School make Adequate Yearly Progress?</th>
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<tbody>
<tr>
<td>373</td>
<td>373</td>
<td>C</td>
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This section shows the percent tested and performance for each group used to determine AYP (Parts a and c1).

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested 95% of the students?</th>
<th>Math Tested 95% of the students?</th>
<th>44% scoring at or above grade level in Reading?</th>
<th>50% scoring at or above grade level in Math?</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
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</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>100 Y</td>
<td>100 Y</td>
<td>51 Y</td>
<td>41 N</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>WHITE</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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</tr>
<tr>
<td>BLACK</td>
<td>100 Y</td>
<td>100 Y</td>
<td>48 Y</td>
<td>36 N</td>
<td>91 90 NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>100 Y</td>
<td>100 Y</td>
<td>58 Y</td>
<td>55 Y</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<td>NA</td>
</tr>
<tr>
<td>ASIAN</td>
<td>NA NA</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>AMERICAN INDIAN</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>100 Y</td>
<td>100 Y</td>
<td>50 Y</td>
<td>40 N</td>
<td>88 88 NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE LEARNERS</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>STUDENTS WITH DISABILITIES</td>
<td>100 Y</td>
<td>100 Y</td>
<td>24 N</td>
<td>20 N</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

School District

2007-2008

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Meeting High Standards (FCAT Level 3 and Above)</td>
<td>0%</td>
<td>0%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>% of Students Making Learning Gains</td>
<td>0%</td>
<td>0%</td>
<td>3 ways to make gains: Improve FCAT Levels, Maintain Level 3, 4, or 5, Improve more than one year within Level 1 or 2</td>
<td></td>
</tr>
<tr>
<td>Adequate Progress of Lowest 25% in the School?</td>
<td>(0)</td>
<td>(0)</td>
<td>0</td>
<td>Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.</td>
</tr>
<tr>
<td>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</td>
<td>%</td>
<td>%</td>
<td>If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded</td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Percent of eligible students tested</td>
</tr>
<tr>
<td>Percent Tested = 0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Grade based on total points, adequate progress, and % of students tested</td>
</tr>
</tbody>
</table>

Dade School District
Carrol City Elementary School
2006-2007

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
</table>

## Dade School District
### CAROL CITY ELEMENTARY SCHOOL
#### 2005-2006

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Meeting High Standards (FCAT Level 3 and Above)</td>
<td>56%</td>
<td>45%</td>
<td>77%</td>
<td>178</td>
</tr>
<tr>
<td><strong>Writing:</strong> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Making Learning Gains</td>
<td>58%</td>
<td>52%</td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>3 ways to make gains:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improve FCAT Levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maintain Level 3, 4, or 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improve more than one year within Level 1 or 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate Progress of Lowest 25% in the School?</td>
<td>71% (YES)</td>
<td></td>
<td>71</td>
<td>359</td>
</tr>
<tr>
<td>Adequate Progress based on gains of lowest 25% of students. Yes, if 50% or more make gains.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Tested = 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of eligible students tested</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Grade</td>
<td>C</td>
<td></td>
<td></td>
<td>Grade based on total points, adequate progress, and % of students tested</td>
</tr>
</tbody>
</table>

Percent of Students Making Learning Gains: 58% (YES)

Points Earned: 359

Percent Tested = 100%

Percent of eligible students tested

School Grade: C