VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Vision: We are committed to provide educational excellence for all.

Mission: We, the faculty and staff of Carol City Middle School will build a professional learning community of life-long learners who will continue to increase student achievement and become productive 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 drop 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 988 students. Eighty-seven percent of the students are on free and reduced priced lunch.

Student Demographics:
Carol City Middle School provides an education to students in grades six through eight. Currently, in the sixth grade, 30% of the students are Level 1 in Reading, 26% are Level 2 in Reading, 33% of the students are Level 1 in Mathematics, and 26% are Level 2 in Mathematics. In seventh grade, 35% of the students are Level 1 in Reading, 23% are Level 2 in Reading, 46% are Level 1 in Mathematics, and 22% are Level 2 in Mathematics. In eighth grade, 30% of the students are Level 1 in Reading, 29% are Level 2 in Reading, 31% are Level 1 in Mathematics, and 30% are Level 2 in Mathematics. There are currently 55 students in the Gifted Program. Carol City Middle School's population reflects the ethnic composition of the community: 87 percent African American, 12 percent Hispanic, and less than 1 percent White (non-Hispanic). Carol City Middle School services 7 Limited English Proficiency (LEP) students and 139 Students with Disabilities (SWD).
Unique Aspects: STRENGTHS

Carol City Middle School earned a letter grade of C from the Florida Department of Education in 2007-2008. The leadership team at Carol City Middle School is quite proud of this accomplishment. Under the guidance of the principal and the Instructional Leadership Team, the school raised its letter grade from an F to a C. In addition to its improved FCAT scores, Carol City Middle school led all other middle schools in most improved percentage points gained on the 2008 Eighth Grade FCAT Writing+ (19%).

Carol City Middle School was named Miami-Dade County Public Schools’ Middle School Outstanding Reading Literacy Team. In addition to this distinct honor, Carol City Middle School’s Reading Literacy Team was named as one of three outstanding Literacy Teams in the State of Florida for the 2007-2008 academic year.

The principal at Carol City Middle School was recognized by Miami-Dade County’s Youth Crime Watch Council as Outstanding Youth Crime Watch Principal for the 2007-2008 academic year.

The school’s principal, assistant principal, and lead teacher successfully completed the requirements of the Superintendent’s Urban Principal Initiative (SUPI). The SUPI program allowed the principal, assistant principal and lead teacher the opportunity to refine their leadership skills in an internship setting. The assistant principal is now eligible to assume a position as a principal and the lead teacher is now eligible to assume a position as an assistant principal. Through the SUPI program, the assistant principal completed a week of study at Harvard University’s Graduate School of Education.

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 2007-2008 Florida Comprehensive Assessment Test (FCAT), 48% percent of students in sixth grade made learning gains in reading, 64% of the students in seventh grade made learning gains in reading, and 60% of the students in eighth grade made learning gains in reading. The 2007-2008 data reveals that 33% of the students in sixth grade made learning gains in mathematics, 79% of the students in seventh grade made learning gains in mathematics and 74% of the students in eighth grade made learning gains in mathematics. Ninety-five percent of the students in eighth grade met state standards or higher in writing.

Other unique strengths of Carol City Middle School are the Reading Rocks program, Saturday Academy, Algebraic Thinking curriculum, small group teacher conferences in writing, SECME program, teacher and administrator collaborative debriefing sessions, weekly science lab assignments, infusion of GIZMO in all science classes, use of Voyager Passport Reading Journeys program, Language! in reading, and in-house monthly assessments for all subject areas.

Improving the technology and the infrastructure of Carol City Middle School continues to be an area of improvement. Mini-labs have been created in all mathematics classes, thus allowing for the use of differentiated instruction through various computer programs. All science classes are in the process of being equipped with Promethean Boards, thus allowing for student engagement.

A mobile GIZMO lab has been established therefore allowing students in all science classes the opportunity to participate in GIZMO lessons.

A new fitness center is in operation which will offer students and faculty access to treadmills, stair climbers, and other cardio fitness equipment.

Incoming sixth grade students were invited to participate in an orientation meeting at the school prior to the official start of the 2008-2009 academic year. This orientation allowed participants to view the campus, thus making the transition from elementary to middle school less stressful.

Unique Aspects: AREAS OF CONCERN

Some of the unique challenges facing Carol City Middle School are referrals to alternative education programs, poor student attendance, and a matriculation rate that falls below the district average. While...
programs, 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 2007-2008 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 monthly 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., Mrs. Tricia M. Fernandez, Assistant Principal of Curriculum, Dr. Peter Jenkins, Assistant Principal, Mr. William Wesley Administrative Assistant, and Ms. Hattie Ashley, Testing Chairperson.

Carol City Middle School employs 93 full-time staff members, one paraprofessionals, four 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, 1 administrator holds a doctorate degree, and there is one nationally board certified teacher. The demographic breakdown of our faculty is as follows: 17 males and 44 females; 24 percent of our staff is White, 68 percent is African American, 11 percent is Hispanic, and 4 percent is Multi-Ethnic.

Carol City Middle School currently has one vacancy. The Leadership Team has been vigilant in attending Teacher Fairs and working closely with Human Resources in 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 93.66 percent during the 2007-2008 school year. The average attendance rate for the 2007-2008 school year for the district was 95.38 percent and Region I was 94.96 percent.

Promotion/Graduation/Retention Rates:
Carol City Middle School had 58 retentions at the end of the 2007-2008 school year (Sixth grade - 31 out of 286, seventh grade - 23 out of 301, eighth grade - 4 out of 266. Promotion rates for each grade level are as follows: sixth grade 89 percent, seventh grade 92 percent, and eighth grade 99 percent.

Suspension Rates:
Carol City Middle School reduced the number of both indoor and outdoor suspensions. When comparing data from 2006-2007 to 2007-2008, the number of outdoor suspensions decreased by 50 (from 398 to 348) and the number of indoor suspensions decreased by 49 (from 404 to 355).

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, Carol City 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
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 and the Career 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 Skateaway, and Junior Achievement of Miami.

Grants:
Most recently, Carol City Middle School was awarded a $4,300.00 grant from Lowe's Home Improvement store for the beautification of the school campus. In addition, Carol City Middle School is participating in the District's Project RISE project. Project RISE allows for a National Board Certified teacher to have one period of release time to provide professional development to colleagues, thus encouraging them to complete the process of becoming a National Board Certification.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

Not Applicable.

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

The principal, Mr. Nelson Izquierdo, Jr., also known as the Chief Instructional Leader has been an educator for 16 years in Miami-Dade County Public Schools. Mr. Izquierdo holds a Master's Degree in Educational Leadership, a Bachelor's Degree in Social Science grades 6-12, and is certified by the State of Florida as School Principal, all levels. He is also ESOL Endorsed.
School Principal, all levels. He is also ESOL Endorsed.

Of those years, he has 8 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.

During the 2007-2008 academic year, Mr. Izquierdo received several accolades. Mr. Izquierdo received the distinct honor as Youth Crime Watch’s Principal of the Year. It was under Mr. Izquierdo’s leadership that Carol City Middle School organized and hosted the First Annual Youth Crime Watch Parade in the Miami Carol City Feeder Pattern.

Another accolade bestowed upon Mr. Izquierdo was by Miami-Dade County Public Schools. Mr. Izquierdo and Carol City Middle School was recognized as the Outstanding Middle School Reading Literacy Leadership Team. This recognition allowed Mr. Izquierdo to attend the Summer 2008 FLaRE conference in Orlando where Mr. Izquierdo was recognized as one of three Outstanding Middle School Reading Literacy Leadership Teams.

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.

Mrs. Tricia M. Fernandez joined the Carol City Middle School Administrative Team in March 2007. Mrs. Fernandez holds a Master’s of Science degree in Educational Leadership, a Bachelor’s degree in Elementary Education grades 1-6 and is ESOL Endorsed.

Mrs. Fernandez has been an educator for the past 11 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. Most recently, Mrs. Fernandez studied in the summer of 2008 at the Principals’ Center at the Harvard Graduate School of Education.

Mrs. Fernandez’s 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 disaggreating scores. and improving students attendance. were only a miniscule part
Dr. Peter Jenkins is a product of Miami-Dade County Public Schools. Dr. Jenkins holds a doctorate degree in Organizational Leadership, a Master's Degree in Educational Leadership, a Bachelor's Degree in Elementary Education grades 1 – 6, and is ESOL Endorsed.

Dr. Jenkins attended Parkview Elementary, Bunche Park Elementary, North Dade Junior High, and North Miami Beach Senior High where he graduated in 1982. After graduating from high school in 1982, Dr. Jenkins entered Miami Dade College. In 1984, he became a custodian for Miami-Dade County Public Schools where he worked from 1984 to 1989. In 1989, Dr. Jenkins enlisted in the United States Army. He served in the United States Army from 1989 until he was honorably discharged in 1997.

Upon returning to South Florida, Dr. Jenkins began working as an emergency substitute teacher and a pool substitute teacher until 1998. After realizing that he had a profound love for teaching, Dr. Jenkins continued his education and graduated from Nova Southeastern University in 1998, obtaining his Bachelors of Science in Elementary Education. He then acquired a permanent full-time teaching position at Olinda Elementary School where he taught a 4th – 5th grade combination class. Dr. Jenkins’ next teaching assignment was at Lorah Park Elementary where he taught 4th grade for seven years. In 2002-2003, Mr. Jenkins was Lorah Park Elementary School’s Teacher of the Year.

Dr. Jenkins obtained his Masters of Science degree in Educational Leadership from Nova Southeastern University in 2003. In 2008 Dr. Jenkins completed the doctoral program in Organizational Leadership at Nova Southeastern University.

In April of 2006, Dr. Jenkins, became the Assistant Principal of Opa-locka Elementary School. Mr. Jenkins made tremendous contributions in order to help Opa-locka Elementary maintain its current letter grade of “C”. Mr. Jenkins assisted the principal with the implementation of the following strategies to improve student achievement in the area of writing and language arts: facilitated parent workshops, worked closely with fourth grade teachers to ensure ongoing improvement in the area of writing, hosted writing camps on teacher planning days, and conducted weekly writer’s workshops with entire 4th grade, grade level.

Dr. Jenkins assisted the principal with the implementation of an extensive attendance intervention plan that involved daily contact with all habitual truants. He also worked closely with custodians, zone mechanic, and security monitors to ensure a clean and safe learning environment. Finally, Dr. Jenkins joined Carol City Middle School as the Assistant Principal of School Operations in August of 2007. He plans to continue his works to ensure the success of Carol City Middle 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.

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
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; thus allowing 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. In addition, Carol City Middle School works closely with the District's Human Resources department in hiring highly qualified teachers.

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

Coordination and Integration

Note: Required for Title I

Carol City Middle School has been identified by the Florida Department of Education as a "Correct I" school. As a Correct I school, the academic progress of Carol City Middle School will be monitored by the Florida Department of Education.

Carol City Middle School receives assistance through the North Regional Center as well as from the District. North Regional Center has identified schools in need of improvement. These schools are provided with support from curriculum supervisors and district directors.

The TRUST Counselor provides lessons to students through the Social Studies classes on anti-drug programs and peer mediation. The TRUST Counselor also sponsors a DFYIT club which students must pledge to be drug-free.

The Career Specialist also works with students through the Social Studies classes in the areas of career opportunities, various job skills program, creating a resume, dressing for an interview, and how to conduct your self on an interview.

Carol City Middle School also offers students the opportunity to take vocational classes in the areas of woodshop and computer applications.

In addition, Title I funds allows the school to employ a full-time Community Involvement Specialist. The Community Involvement Specialist conducts weekly home visits, manages the Parent Resource Center, coordinates monthly Family Reading Nights, acts as the liaison with the PTSA, and recruits Dade Partners.

Title I funds are also used by the principal to purchase Algebraic Thinking. This curriculum is used in all intensive mathematics classes. FCAT Enhancement funds allow the principal to implement tutorials in reading on Saturdays.

Title I funds from North Regional Center allow for the purchase, installation and professional development of Promethean Boards. All science classes will be equipped with Promethean Boards and all science teachers will receive professional development in the effective use of these boards.
School Wide Improvement Model

Note: Required for Title I

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, using computer-aided instruction, reading strategies in the content area are scheduled throughout the year.

The plan is then implemented. Assessments are conducted on a monthly 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 Academy 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 monthly assessments which are on Edusoft to monitor monthly progress and guide instruction. In addition to the monthly 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 the Voyager and Language! Reading programs. Identified Level 1 and low performing Level 2 students in mathematics are placed in intensive mathemetic classes during the school day using research based Algebraic Thinking.

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.

To validate Carol City Middle School’s implementation of the FCIM, the following detailed steps have been identified and taken:

Test Score Disaggregation:
* In July and August 2008, the Instructional Leadership Team met to disaggregate data from the 2008 Florida Comprehensive Assessment Test (FCAT).
* FCAT 2008 data was disaggregated by benchmark, grade level, and subgroups.
* Monthly assessments were created based on the weakest benchmarks from the 2008 FCAT data.
* Data from the baseline benchmark assessment administered in August 2008 will be disaggregated by teacher, benchmark, grade level, and subgroup.

http://www.flbsi.org/0809_sipTempl...
teacher, benchmark, grade level, and subgroup.
* Monthly assessments were created based on the weakest benchmarks from the August 2008 baseline assessment.
* Collaborative Debriefing Sessions will take place with the principal and assistant principal of curriculum, Reading Coaches, Mathematics Coach, Writing Coach and classroom teachers. During these meeting, trends and patterns will be established and identified needs for further professional development.

Time Line Development:
* The Instructional Focus Calendars were created which emphasized the weakest benchmarks based on the 2008 FCAT data.
* The Instructional Focus Calendars were re-adjusted based on the data from the August 2008 baseline assessment.
* Weekly objectives were outlined as well as establishing dates for the monthly assessments.

Instructional Focus:
* Reviewed and re-aligned all Instructional Focus Calendars in Reading, Mathematics, Writing, and Science to reflect the most current data disaggregation (August 2008).
* The Reading Coaches and Mathematics Coach will continue to provide modeling and coaching to teachers which focuses on benchmarks not mastered.

Assessments:
* Continue to administer monthly assessments in the area of Reading, Mathematics, and Science to ensure identification of mastery and non mastery students.
* Continue to administer monthly writing prompts to ensure identification of mastery and non mastery students.
* Continue to hold collaborative debriefing sessions between administration and teachers to discuss class performance, trends, and student progress.
* Continue to conduct teacher and student "data chats" to address student performance on the assessed benchmarks from the monthly assessments and District Interim assessments.

Tutorials:
* Continue to provide tutorial programs before, during, after school, and on Saturdays to target students' strengths and weaknesses in Reading, Mathematics, Writing and Science.
* Continue to analyze data from monthly and District Interim assessments so that tutorial groups are restructured based on students’ needs.
* Re-teach non-mastered benchmarks to students through differentiated instruction strategies.
* Continue to provide students with differentiated instruction through Voyager and Language! reading programs, GIZMO, Teen Biz 3000, Odyssey, and other programs utilizing technology.

Enrichment:
* Continue to analyze data from monthly and District Interim assessments to determine students' who have mastered various benchmarks.
* Provide mastery students with engaging, meaningful, and challenging enrichment activities through small group instruction, etc.
* Provide mastery students with engaging, meaningful, and challenging enrichment activities utilizing technology.

Maintenance:
* Continue to provide formal reviews to check for retention of previously taught benchmarks.
* Administer assessments that ensure maintenance of previously taught benchmarks.

Monitoring:
* Continue to monitor the instructional focus calendars through daily classroom visitations and observations from Administrators, Reading and Mathematics Coaches, and Regional and District Curriculum Support personnel.
* Continue to meet with Instructional Leadership Team and subject area departments in collaborative debriefing sessions to discuss students’ strengths and weaknesses, and share Best Practices for the re-teaching of benchmarks not mastered.
teaching of benchmarks not mastered.

* The Principal, Assistant Principals, Reading Coaches, Math Coach, Writing Coach and all members of the Instructional Leadership Team are responsible for monitoring the plan.

NCLB Public School Choice

Note: Required for Title I

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 ConnectED (a telecomputer communications caller), flyers, and quarterly newsletters.

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 Choice Notice to Parents file

Show Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

Not applicable.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

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 evidenced-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 professional development addresses aligned instructional strategies and practices.

A Mathematics Coach has been hired for the 2008-2009 school year. The Mathematics Coach will be utilized for overseeing and maintaining the school’s mathematics program. She will also be used to ensure research based supplemental mathematics programs are used to remediate students in need. The Mathematics Coach will model effective strategies, provide professional development opportunities for teachers as indicated, and assist administration in designing an effective tutorial program through the implementation of the Continuous Improvement Model (CIM). Further, the mathematics coach will assist teachers in disaggregating data thereby using it to drive/alter instruction. The Reading Coaches, as well as the mathematics coach will work to ensure high-fidelity implementation of the reading and mathematics instruction respectively. The Mathematics Coach will also provide small group tutoring to Level 1 and low performing Level 2 students.

A Writing Coach has been given release time through the District’s Project RISE grant. The Writing Coach...
A Writing Coach has been given release time through the District’s Project RISE grant. The Writing Coach will provide professional development to all Language Arts teachers, assist administration with data disaggregation, provide small group instruction to students, and mentor teachers wishing to pursue National Board Certification.

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.

All new teachers and teachers new to the building were provided with an orientation at the school site. These teachers were also provided extensive information regarding school, district, state and federal policies and procedures. 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 monthly to discuss needs.

In order to maximize professional development activities at the school site, school administrators, Reading Coaches, mathematics coach, writing coach, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Teachers receiving professional development will improve their craft increased student academic achievement results. Results will be measured from the August 2008 Baseline Benchmark Assessment to the 2009 Spring Interim Assessment.

The effectiveness of the professional development plan will be evaluated through a survey distributed to teachers in May 2009.

Reading Mentors:
Mesha Campbell-McLemore (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)

Science Mentors:
Martha Schrager (Gifted Science teacher and Department Chairperson)
Brenda Jackson Bass (7th grade teacher)

Social Studies Mentors:
Ericka Gainor (8th grade teacher and Department Chairperson)

Fine Arts Mentors:
Sharon Wilson (Art instructor and Department Chairperson)

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.
### Show Attached Teacher Mentoring List

#### Extended Learning Opportunities

**Note: Required for Title I**

In order to increase the results on the 2009 FCAT scores school-wide, the following strategies are being implemented:

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<tbody>
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<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Mentoring programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>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, DFYIT, Youth Crime Watch, Fathers for Education, and Take Stock in Children.</td>
</tr>
</tbody>
</table>

The effectiveness of the tutorial programs will be evaluated through data disaggregation of the baseline benchmark assessment and the District’s Interim Assessments (Fall, Winter, Spring). Students participating in various tutorial programs (pull out, SES, All Stars) will be monitored via Custom Groups created in Edusoft. These reports will be pulled after the baseline benchmark assessment (August 2008) and each District Interim Assessment (Fall 2008, Winter 2008/2009 and Spring 2009).

### SCHOOLS GRADED C OR BELOW

#### Professional Development

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 2008-2009, 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), Voyager Passport Reading Journeys, Language!, classroom demonstration of the Sunshine State Standards (SSS), useful graphic organizers, small group instruction, reading strategies in the content area, and unwrapping the benchmark, 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, Compass Learning, data analysis using Edusoft, modeling of center rotation, in class mini-computer lab, CRISS strategies, unwrapping the benchmark, 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), GIZMO, using Promethean Boards effectively, CRISS strategies, inquiry based science, small group instruction, and data analysis using Edusoft.
instruction, and data analysis using Edusoft.

The Writing Coach 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

In August 2008, the school faculty will participate in the Opening of School Data Meeting to review and analyze school-wide results from the 2008 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 monthly (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, the Principal, and the Assistant Principal of Curriculum to discuss data results.

Informal and Formal Assessments

Carol City Middle School has incorporated monthly 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 monthly 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.

Baseline assessments in Reading, Writing, Mathematics and Science (August 2008).

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

FCAT Writing+ (February 2009)

FCAT Assessment (March 2009)

Classroom assessments (ongoing)

Alternative Instructional Delivery Methods

Carol City Middle School provides the following alternate instructional curriculum/strategies for remediation: Voyagers Passport Reading Journeys (Intensive Reading) and Language! (Intensive Reading+), PLATO, Algebraic Thinking, GIZMO, Teen Biz 3000, before and after school tutoring, Saturday Academy, differentiated instruction, reading strategies for the content area, unwrapping the benchmark, 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 and SECME.

SCHOOLS OFFERING PRIMARILY GRADERS 6 THROUGH 12

Different Innovative Approaches to Instruction

Carol City Middle School requires Intensive reading classes for all Level 1 and 2 students. Language!, a research-based reading curriculum provides intensive, explicit and systematic instruction in reading and language arts. This program requires daily 90 minutes of instruction with the same teacher. Students participating in the Language! program are enrolled in Intensive Reading+ classes. The Voyager reading program is used in Intensive Reading classes.

In addition, the school also requires all Level 1 students in sixth through eighth grade to enroll in intensive mathematics classes. All Level 2 students in sixth and seventh grade are also enrolled in intensive mathematics classes. Algebraic Thinking is the curriculum used to maximize the opportunities for student success. Students in intensive mathematics classes are homogenously grouped.

Carol City Middle School utilizes the Inclusion Model for many of its SPED students. In this model, a SPED teacher co-teaches with a general education teacher. The SPED teacher has the option of whole group instruction or tutor small groups, based on the needs of the students in each class.

GIZMO is used in all the science classrooms. This innovative program engages students in various aspects of science.

This information can be located in Unique Aspects: Strengths, Special Programs, and Extended Learning Opportunities.

Responsibility of Teaching Reading for Every Teacher

Professional Learning Communities were originally established by this administration in the 2007-2008 academic year. Professional Learning Communities are in the process of being redefined and fully embraced by the faculty at Carol City Middle School. Common planning time is provided each day from 2:20pm - 2:40pm for the purpose of Professional Learning Communities. Teachers also meet by department and grade level to plan, discuss best practices, share team concerns, and analyze data.

This information can be located in Unique Aspects: Strengths, Special Programs, Recruitment/Retention of Highly Qualified Teachers, School wide Improvement Model, Teacher Mentoring, Small Learning Communities (SLC), and Strategies for Reading, Mathematics, and Science.

Quality Professional Development for Teachers and Leaders

Professional development is provided to teachers by various entities. At the beginning of the school year, a survey was distributed to teachers inquiring as to their professional development needs. This information was reviewed by administration and the Professional Development Liaison. A master calendar has been created based on the results of the survey.

In addition, individual teachers’ needs are met by the Reading Coaches, Mathematics Coach, Writing Coach, administration, and support from the North Regional Center and the District.
Small Learning Communities (SLC)

Professional Learning Communities (PLC) have been established throughout the school. These PLCs allow teachers to dialogue about students’ strengths, weaknesses, and needs. Teachers collaborate weekly to provide insightful feedback on student academic progress as well as student behavioral expectations. Students are grouped in teams, thus fostering small learning communities.

Intensive Intervention in Reading and Mathematics

Intensive reading classes (Language! or Voyager) are required for all Level 1 and 2 students while intensive mathematics (Algebraic Thinking) classes are provided for all Level 1 and Level 2 students. All mathematics classrooms have a mini-lab in place to allow for differentiated instruction.

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. Reading classes will assist students in overcoming their deficits and close the achievement gap. Administrators and the Instructional Leadership Team will monitor student progress and adjust intervention services as needed.

Intensive reading programs are aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Students enrolled in intensive mathematics classes will receive instruction in the Algebraic Thinking program. Students will participate in daily lessons designed to break down tasks into manageable learning lessons. Students will also utilize the mini-lab for differentiated instruction.

Parental Access and Support

The Community Involvement Specialist (CIS) plays an instrumental role in parental involvement. The CIS provides information to parents through the Parent Resource Center. The Parent Resource Center allows parents to access the district’s website and visit the Parent Portal, Electronic Grade Book, and the Parent Academy. In addition, the CIS hosts monthly family reading nights. Each month a different topic of interest to parents is presented. Team meetings are held twice a week. Parents are invited to team meetings to discuss their child’s academic and behavioral needs.

Applied and Integrated Courses

Carol City Middle School offers various courses that assist students in relating to real-world experiences. Computers and Computer Applications afford students the basic knowledge of computers and computers in the workplace. Woodshop offers students an insightful view of woodworking and the importance and value of this craft in the real-world. The Physical Education program focuses on physical sports as well as health and nutrition. Thus allowing students to focus on the benefits of a healthy lifestyle.
Course Choice Based on Student Goals / Interests / Talent

The Career Specialist along with the counselors provide information to students regarding careers and career choices.

This information can be located in: Unique Aspects: Strengths, Special Programs, and School-wide Improvement.

Master Schedules Based on Student Needs

This information can be located in: Unique Aspects: Strengths, FCIM Process, and Strategies for Reading, Mathematics, and Science.

Academic and Career Planning

The Career Specialist along with the counselors provide information to students regarding careers and career choices.

This information can be located in: Unique Aspects: Strengths and Special Programs.

GOALS

Goal: Reading

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

*Needs Assessment: An overall analysis of the data indicates that approximately 37 percent of the tested students in 2008 achieved a high standard on the Reading portion of the FCAT, 58 percent made annual learning gains, and 69 percent of the lowest 25 percent in the school made adequate yearly progress. A detailed analysis of the Reading scores on the 2008 administration of the FCAT revealed that 6th and 8th grade students were weak in the Reference and Research cluster and 7th grade students were weak in the Main Idea/Author’s Purpose cluster, as compared to district and state averages. The Main Idea/Author's Purpose cluster was a relative strength for 6th and 8th grade students at Carol City Middle School.

Currently, in the sixth grade, 30% of the students are Level 1 in Reading, 26% are Level 2 in Reading 31% are Level 3 in Reading, 8% are Level 4 in Reading and 1% are Level 5 in Reading. In seventh grade, 35% of the students are Level 1 in Reading, 23% are Level 2 in Reading, 27% are Level 3 in Reading, 8% are Level 4 in Reading and 1% are Level 5 in Reading. In eighth grade, 30% of the students are Level 1 in Reading, 29% are Level 2 in Reading, 32% are Level 3 in Reading, 5% are Level 4 in Reading and 2% are Level 5 in Reading.

A detailed analysis of the data reflects that sixth grade students performed below district and state averages in Reference & Research (40%), Words/Phrases (45%), Comparisons (50%) and Main Idea/Author's Purpose (59%).

Seventh grade students performed below district and state average in Main Idea/Author's Purpose (50%), Words/Phrases (56%) and Comparisons (55%).
Seventh grade students performed at the district and state level in Reference & Research (57%).

Eighth grade students performed below district and state averages in Reference & Research (46%), Comparison (50%), and Main Idea/Author’s Purpose (58%). Eighth grade students performed at the district level in Words/Phrases (57%).

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

Sixty-seven percent of the Black subgroup did not meet AYP.

Sixty-eight percent of the economically disadvantage subgroup did not meet AYP.

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

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

**Objective:**

Given instruction using Sunshine State Standards, the number of student meeting high standards in grades sixth, seventh, and eighth will increase to 65 percent meeting high standards on the 2009 administration of the FCAT Reading Test, 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 2009 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 65 percent meeting high standards on the 2009 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 65 percent meeting high standards on the 2009 administration of the FCAT Reading Test.

**Strategies:**

In order to achieve the reading objective for the 2008-2009 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. Review completion of data debriefing protocols after the baseline benchmark assessment and after each monthly and quarterly district interim assessments in reading to standardize the conversations regarding data-driven instruction. Person(s) responsible: Principal, Assistant Principals, Reading Coaches, teachers. Timeline: Monthly - August 2008 – May 2009.

2. Implement data driven instruction daily, according to monthly and district interim 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). Staff will use the pacing guide in language arts and reading, including course specific benchmarks to improve academic achievement in reading throughout the school year. Person(s) responsible: Principal, Assistant Principal, Reading Coaches, department chairperson. Timeline: August 2008 – June 2009.

3. 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). Person(s) responsible: Principal, Assistant Principal, counselors, Reading Coaches. Timeline: June-August 2008.

4. 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. Person(s)
5. Schedule less proficient readers in all grade levels including Level 1 and Level 2 students, including the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup into a mandatory reading elective block to address deficiencies in reading comprehension. Students will be serviced at least twice a week for 2 hours each session (block scheduling). State adopted research-based programs (Voyager Passport Reading to Journeys and Language!) will be utilized daily to increase academic achievement in reading and to align instructional focus. Person(s) responsible: Principal, Assistant Principal and Reading Coaches. Timeline: June-August 2008.

6. Identify students in each sub-group that scored a 3 or above on the 2007-2008 administration of the FCAT and place them in an advanced language arts class to challenge students and increase academic achievement in reading. Person(s) responsible: Principal, Assistant Principal and Reading Coaches. Timeline: June-August 2008.

7. 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). Person(s) responsible: Assistant Principal and Reading Coaches. Timeline: August 2008 – June 2009.

8. Incorporate reading strategies daily in the content area classes will all students including Level 1 and Level 2 students, the total student population, the Black subgroup, the SWD subgroup, and the economically disadvantaged subgroup. Person(s) responsible: Principal, Assistant Principal, Reading Coaches, content area teachers. Timeline: August 2008 – May 2009.

9. 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. Person(s) responsible: Principal, Assistant Principals, Reading Coaches, Media Center Specialist, Social Studies Teachers. Timeline: August 2008 – May 2009.

10. 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. Person(s) responsible: Principal, Assistant Principal, SES Liaison. Timeline: August 2008 – May 2009.

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.

*Evaluation:

The 2009 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, monthly assessments will be administered to measure progress toward our reading objective. The results of the monthly and interim 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. Custom groups in
Edusoft will be created so that growth in all subgroups and tutorial groups can be measured.

Students participating in reading classes will be given the FORF three times (Fall 2008, Winter 2009, Spring 2009) throughout the 2008-2009 academic year. Student progress will be measured by comparing the Fall 2008 FORF to the Spring 2009 FORF.

Students participating in tutorial programs will be measured through a pre and post test.

Carol City Middle School will utilize the following programs in the Intensive Reading classes: Voyager Passport Journeys (Intensive Reading) and Language! (Intensive Reading+) materials. Voyager Passport Journeys and Language! Curriculum serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills.

The District approved content area informational text will be used to instruct and reinforce reading strategies. Overheads, diagrams, charts, maps, graphs, from the content area text and materials will be used in the classroom.

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.

1. 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: August 2008

   - Reading strategies, unwrapping the benchmark, instructional focus calendar, Comprehensive Research-Based Program: August 2008
   - Jamestown Reader, vocabulary instruction, Student Performance Indicators: September 2008
   - Differentiated instruction, data driven instruction, independent reading, Comprehensive Research-Based Reading Program: October 2008 & December 2008
   - Florida Continuous Improvement Model: November 2008
   - FCAT Explorer, utilizing graphic organizers, interactive word walls: December 2008
   - CRISS strategies, FCIM: January 2009 & May 2009
   - Reading strategies: February 2009
   - Independent reading: March 2009

Ongoing: Model classrooms in all subject areas have been identified within the school. Mentor teachers were selected based on student achievement data. All teachers will have an opportunity to visit all model classrooms throughout the year.

All administrators will conduct daily walk-through visits to monitor implementation and will follow up with feedback.
All teachers will complete a Professional Development Plan (PDP). These plans will be reviewed by the principal with the teacher. PDP plans will be monitored throughout the school year.

### Budget:

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

<table>
<thead>
<tr>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voyager</td>
<td>District Funds</td>
<td>$0.00</td>
</tr>
<tr>
<td>Language!</td>
<td>District Funds</td>
<td>$0.00</td>
</tr>
<tr>
<td>Plato</td>
<td>District Funds/Title I</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>District Funds</td>
<td>$0.00</td>
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</table>

**Total: $2,000.00**

#### Technology

<table>
<thead>
<tr>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory Cards</td>
<td>General Funds</td>
<td>$4,500.00</td>
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**Total: $4,500.00**

#### Professional Development

<table>
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<tr>
<th>Description of Resources</th>
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<th>Available Amount</th>
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</thead>
<tbody>
<tr>
<td>One Title 1 Reading Coach and one Reading First Coach</td>
<td>Title 1</td>
<td>$83,000.00</td>
</tr>
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</table>

**Total: $83,000.00**

#### Other

<table>
<thead>
<tr>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Services</td>
<td>State Funds FCAT Enhancement Funds</td>
<td>$1,500.00</td>
</tr>
</tbody>
</table>

**Total: $1,500.00**

**Final Total: $91,000.00**

### Non-Highly Qualified Instructors:

- Conswella Quinones - 239351 - teaches 8th grade reading. She is pursuing a Master's degree in Reading.
- Tia Curry Watts - 235930 - teaches 7th grade language arts and reading. She is pursuing a Master's degree in Reading.
- Thea Long - 224608 - teaches 6th grade ESE and reading. She is pursuing a Master's degree in Reading.

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.

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### Goal: Mathematics

*Note: Required for Title I
Scroll down for school data*
Needs Assessment:
An overall analysis of the 2008 data indicates that Adequate Yearly Progress (AYP) was met in the total population and all subgroups in mathematics.

However, further analysis indicates approximately 33 percent of the tested students in 2008 achieved high standards on the mathematics portion of the FCAT and 63 percent made annual learning gains. A detailed analysis of the mathematics scores on the 2008 administration of the FCAT revealed 6th grade students were equally weak in the Number Sense and Measurement clusters. Seventh grade students were weak in the Number Sense cluster and eighth grade students were equally weak in the following clusters: Measurement, Geometry & Spatial Sense and Data Analysis and Probability.

Currently, in the sixth grade, 33% of the students are Level 1 in Mathematics, 26% are Level 2 in Mathematics 17% are Level 3 in Mathematics, 13% are Level 4 in Mathematics and 3% are Level 5 in Mathematics. In seventh grade, 46% of the students are Level 1 in Mathematics, 22% are Level 2 in Mathematics, 18% are Level 3 in Mathematics, 7% are Level 4 in Mathematics and 1% are Level 5 in Mathematics. In eighth grade, 31% of the students are Level 1 in Mathematics, 30% are Level 2 in Mathematics, 31% are Level 3 in Mathematics, 5% are Level 4 in Mathematics and 1% are Level 5 in Mathematics.

A detailed analysis of the data reflects that sixth grade students performed below district and state averages in Number Sense (33%), Measurement (33%), Algebraic Thinking (38%), Data Analysis (44%), and Geometry (56%).

Seventh grade students performed below district and state averages in Number Sense (33%), Measurement (44%), Algebraic Thinking (44%), Geometry and Spatial Sense (50%) and Data Analysis (56%).

Eighth grade students performed below district and state averages in Measurement (33%), Geometry & Spatial Sense (33%), Data Analysis & Probability (33%), Algebraic Thinking (42%), and Number Sense (50%).

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

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

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

Eighty-two percent of the students with disabilities did not meet AYP.

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

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

Objective:
Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades sixth, seventh and eighth 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 Tests.

Strategies:
In order to achieve the mathematics objective for the 2008-2009 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. Review completion of data debriefing protocols after the baseline benchmark assessment and after each monthly and district interim assessments in mathematics to standardize the conversations regarding data-driven instruction Person(s) responsible: Principal, Assistant Principals, Mathematics Coach, teachers. Timeline: Monthly - August 2008 – May 2009.

2. Implement data driven instruction daily, according to monthly and district interim 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). Person(s) responsible: Principal, Assistant Principals, Mathematics Coach, Testing Chairperson, teachers. Timeline: Monthly – August 2008 - May 2009.

3. Implement data driven instruction daily, according to district interim 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). Person(s) responsible: Principal, Assistant Principals and Math Coach. Timeline: August 2008-June 2009.

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). Person(s) responsible: Principal, Assistant Principals, Math Coach and teachers. Timeline: August 2008-June 2009.

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). Person(s) responsible: Principal, Assistant Principals, Math Coach and teachers. Timeline: August 2008-June 2009.

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 monthly assessment and district interim assessment, and adjustments will be made according the academic needs of students. Teachers will identify student weaknesses and strengths in mathematics and implement appropriate strategies daily to address weaknesses and enhance strengths through data analysis. Person(s) responsible: Principal, Assistant Principals, Math Coach and Department Chairperson. Timeline: August 2008-June 2009.

7. 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 mathematics classes (Algebraic Thinking) to increase academic achievement. Students will be serviced Monday through Friday, for at least 2 hours a day. Person(s) responsible: Principal, Assistant Principal and Math Coach. Timeline: June-August 2008.

8. Identify students in each sub-group that scored a 3 or above on the 2007-2008 administration of the FCAT and place them in an advanced mathematics class to challenge students and increase academic achievement in mathematics. Person(s) responsible: Principal, Assistant Principal and Math Coach. Timeline: June-August 2008.

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. Person(s) responsible: Principal, Assistant Principal, SES Liaison. Timeline: August 2008 – May 2009.

10. Implement mini-labs in all mathematics 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. Person(s) responsible:
2008-2009 Florida School Improvement...

Principal, Assistant Principal, Math Coach, Department Chairperson and teachers. Timeline: August 2008 – June 2009.

**Evaluation:**
The 2009 FCAT Mathematics Test will be utilized to determine mastery of skills as evidenced by 68 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, monthly assessments will be administered to measure progress toward our mathematic objective. The results of the monthly 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. Custom groups in Edusoft will be created so that growth in all subgroups and tutorial groups can be measured.

Students participating in tutorial programs will be measured through a pre and post test.

**Evidence-based Program(s):**
The research based program used to meet our mathematics goals is the state adopted book series Mathematics:

2. Mathematics mini-labs in classroom
3. Odyssey
4. Algebraic Thinking

**Professional Development:**
Teachers will receive professional development in the areas of:

- Mathematics strategies, reading strategies, unwrapping the benchmark, instructional focus calendar: August 2008
- Vocabulary instruction, Student Performance Indicators: September 2008
- Using technology to support the classroom, Compass Learning, Florida Continuous Improvement Model: November 2008
- FCAT Explorer, utilizing graphic organizers, interactive word walls: December 2008
- CRISS Strategies & FCIM: January 2009 & May 2009
- Reading strategies & utilizing manipulatives: February 2009

**Budget:**

<table>
<thead>
<tr>
<th>Evidence-based Program(s)/Material(s)</th>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
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Reading strategies & utilizing manipulatives: February 2009

http://www.flbsi.org/0809_sip_templ...
**Goal: Writing**

*Note: Required for Title I*

*Scroll down for school data*

**Needs Assessment:** Data obtained from the administration of the 2008 FCAT Writing+ indicates that 95 percent of students tested in grade eight met the state standard of 3.5 or above in writing. The data revealed that improvement is needed in expository writing, with a mean scale score of 4.2 as compared to persuasive writing with a mean scale score of 4.3.

**Objective:** Given instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 95 percent or more of the students meeting high standards on the 2009 FCAT Writing+.

**Strategies:**


3. Implement data driven instruction daily, according to monthly and district interim assessment results to all students to monitor students’ progress and instruction. Principal, Assistant Principals, Writing Coach, and teachers. Timeline: Monthly - August 2008 – May 2009.


6. Conduct teacher-student conferences weekly with all students to provide...
feedback on completed essays. Conferences will focus on using adjectives in
detail, and Role Audience Focus Topic (RAFT). Principal, Assistant Principals,

7. Provide advanced students with creative writing courses to develop a variety
of writing skills. Principal, Assistant Principals, Writing Coach, and teachers.

8. Publish all students’ original writing monthly to celebrate growth. Writing

9. Infuse writing in all content area classes daily. Principal, Assistant Principals,

10. Provide writing tutorial classes during nine-selected Saturday Academy for
students in grade 8. The students will be evaluated through the administration of
a state recommended pre and post test. Principal, Assistant Principals, Writing
2009.

**Evaluation:**

The results from the 2009 FCAT Writing + will be used as the final data
evaluation to determine if 95 percent of the total student met high standards. In
order to evaluate progress toward the writing objective, monthly and interim
assessments will be administered. The results of the monthly and district interim
assessments 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. Custom groups in
Edusoft will be created so that growth for all students and tutorial groups can be
measured.

Students participating in tutorial programs will be measured through a pre and
post test.

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

**Professional Development:**

Teachers will receive professional development in the areas:


Student Performance Indicators, using a rubric to score essays, CRISS
Strategies, differentiated instruction: September 2008 and December 2008

Data driven instruction, Writing Across the Curriculum: October 2008

Florida Continuous Improvement Model (FCIM): November 2008, January 2009

Utilizing graphic organizers: December 2008

Writing Process: January 2009

FCAT Writing: February 2009

**Budget:**

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**Total:** $0.00

### Professional Development

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**Total:** $5,875.00

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<td>Tutorials</td>
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**Total:** $300.00

**Final Total:** $6,175.00

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**Goal: Science**

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

**Needs Assessment:** The results of the 2008 administration of the FCAT Science Test indicate that fifteen 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. Physical and Chemical Science (46%) and Life and Environmental Science (46%) were two relatively strong areas of performance. Earth and Space Science (35%) and Scientific Thinking (43%) were the two weakest areas. Ongoing analysis of monthly and district interim 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, scientific thinking modeling and the use of GIZMO in the classroom.

**Objective:** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 (from 15% to 40%) percentage points on the 2009 Science Test as compared to the 2008 administration of the FCAT Science Test.

**Strategies:** In order to achieve the science objective for the 2008-2009 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 science. Review completion of data debriefing protocols after the baseline benchmark assessment and after each monthly and district interim assessments in science to standardize the conversations regarding data-driven instruction. Person(s) responsible: Principal, Assistant Principals, Science Department Chairperson and teachers. Timeline: Monthly - August 2008 – May 2009.

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 monthly and district interim assessments. Review completion of data debriefing protocols after each monthly and district interim assessments in science to standardize the conversations regarding data-driven instruction. Person(s) responsible: Principal, Assistant Principals, Science Department Chairperson and teachers. Timeline: Monthly - August 2008 – May 2009.

3. Administer science monthly assessment to all students in all science classes to
monitor students’ progress and instruction. FCAT Mastery by Glencoe will be utilized for the monthly assessments. Adjustments will be made according to the academic needs of students. Person(s) responsible: Principal, Assistant Principals, Science Department Chairperson and teachers. Timeline: Monthly - August 2008 – May 2009.

4. Implement data driven instruction in an uninterrupted 90 minute instructional block daily for all students in science classes. In addition, monthly and district assessment results will be administered. Instruction will be altered after the review of each monthly and district interim assessment. Adjustments will be made according to the academic needs of students. Person(s) responsible: Principal, Assistant Principals, Science Department Chairperson and teachers. Timeline: Monthly - August 2008 – May 2009.


7. Identify high performing students whose scores are above the districts’ average on the 2008-2009 administration of the FCAT and place them in an advanced science class. Person(s) responsible: Assistant Principals, Science Department Chairperson. Timeline: June-August 2008.

8. 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 monthly and district interim assessments. Person(s) responsible: Principal, Assistant Principal, Science Department Chairperson and teachers. Timeline: Monthly - August 2008 – May 2009.

9. Implement and/or participate in the following programs to increase student interest in science: District’s Science Fair, SECME, SEMAA and GIZMO programs. Monitoring of the programs will take place via student surveys and increase of students’ math and science scores on monthly and district interim assessments. Person(s) responsible: Principal, Assistant Principals, Science Department Chairperson and teachers. Timeline: Monthly - August 2008–May 2009.

*Evaluation:

Results from the Science portion of the 2009 FCAT will be used as the final data evaluation to determine if the percentage of students meeting high standards. Forty percent of the students tested will meet high standards. In addition to the FCAT, monthly tests that correlate to the pacing guide will be administered. The results of the monthly tests 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 district interim assessments. A summative evaluation will be covered to verify the merits of the research-based instructional programs and strategies. Custom groups in Edusoft will be created so that growth in all subgroups and tutorial groups can be measured.

*Evidence-based Program(s):*
The research-based program used to meet our science goal is the state adopted book series Florida Sciences by Glencoe.

*Professional Development:*
Teachers will receive professional development in the areas of:

Reading strategies, unwrapping the benchmark, instructional focus calendar: August 2008

Vocabulary instruction, Student Performance Indicators: September 2008

Differentiated instruction, data driven instruction, GIZMO, writing across the curriculum: October 2008 & December 2008

Using technology to support classroom instruction, Florida Continuous
Improvement Model: November 2008

Utilizing graphic organizers, interactive word walls: December 2008

CRISS Strategies: January 2009

Utilizing manipulatives: February 2009

Virtual Science lab: April 2009

Promethean Boards: August 2008 and September 2008

**Budget:**

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<tr>
<th>Description of Resources</th>
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<tr>
<th>Description of Resources</th>
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<td><strong>Final Total: $2,500.00</strong></td>
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*Non-Highly Qualified Instructors:* All teachers are considered Highly Qualified.

**Goal: Parental Involvement**

*Note: Required for Title I*

**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 percent when comparing the 2006-2007 Title I Administration Parental Involvement Monthly School Report to the 2007-2008 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
Strategies:
In order to achieve the parental involvement objective for the 2008-2009 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. Person(s) responsible: Community Involvement Specialist. Timeline: August 2008-May 2009.

2. School events, workshops, parent meetings and other activities will be held at various times and days to accommodate parent schedules. Person(s) responsible: Principal, Assistant Principals and Community Involvement Specialist. Timeline: August 2008 – May 2009.


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. Principal, Assistant Principals and Community Involvement Specialist. Timeline: August 2008 – May 2009.

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 2007-2008 school year to the 2008-2009 school year.

Evidence-based Program(s):
School district website with parental resources.
School Resource Center.
Title 1 Parental Involvement Program.

Professional Development:
Not applicable.

Budget:

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<th>Evidence-based Program(s)/Material(s)</th>
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Final Total: $16,500.00

End of Parental Involvement Goal
Goal: Return on Investment

**Needs Assessment:** According to the Florida Department of Education, Carol City Middle School ranked at the 6th percentile on the 2006-2007 State of Florida ROI Index.

**Objective:** Carol City Middle School’s Return on Investment (ROI) percentile ranking will increase by at least 4 percentage points.

**Strategies:**


3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks, etc. Persons(s) responsible: Principal and Assistant Principals. Timeline: August 2008 – May 2009.


5. Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff. Persons(s) responsible: Principal and Assistant Principals. Timeline: August 2008 – May 2009.


**Evaluation:** On the next State of Florida ROI index publication, Carol City Middle School will show progress toward reaching the 10th percentile.

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**ADDITIONAL GOALS**

No Additional Goals were submitted for this school

**FINAL BUDGET**

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http://www.flbsi.org/0809_sip_templ...
### Parental Involvement

**Parental Involvement Parent Academy District**

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### Technology

**Goal Description of Resources Funding Source Available Amount**

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**Total**: $15,000.00

### Professional Development

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**Total**: $171,875.00

### Other

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**Total**: $5,300.00

**Final Total**: $196,675.00

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**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.

- **No. Disagree with the above statement.**

**Measures Being Taken to Comply with SAC Requirement**

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 $5 per student. In the past, this money has been allocated to purchase reading materials for students, new hardware and software to support academic instruction, and rewards for student accomplishments. With members from the school, community, and student body, the School Advisory Committee is a well-balanced group that has and will continue to provide valuable leadership.
With the exception of the principal, UTD Steward, and the business/community representatives, all other members shall be elected by their constituent groups. Teachers, parents, students and education support employees shall also elect the alternate representative. The council will be representative of the ethnic, racial, linguistic, and economic community served by Carol City Middle School. Teachers will be nominated during a faculty meeting.

The Chairperson will set the agenda and facilitate the meetings. The Vice-Chairperson shall act in the absence of the chairperson. The Secretary will coordinate correspondences and initiate a prompt response to all mail pertaining to the EESAC, oversee the recording and dissemination of the minutes, keep records on file for inspection upon requests, and oversee the notification of EESAC meeting of any changes in the meeting schedule. Council members are expected to attend all regular and special meetings, communicate with constituents to collect data and opinions for decision-making, report to constituents the actions taken by the council, consider the needs of all students when making decisions, and notify the chairperson and alternate when unable to attend meetings.

The principal, the council and the Community Involvement Specialist will actively seek parents and business/community members to participate on the EESAC. Personal contact will be made to the school’s Dade Partners and prominent leaders in the community.

Any member who has two consecutive unexcused absences from the council meetings should be considered to have resigned. The member shall be replaced following election/selection procedures. The entire faculty will vote on the nominee(s) to determine the member what will fill any open seat. Education Support Employees will be nominated during a special meeting. The entire education support staff will vote on the nominee(s) to determine the member what will fill any open seat. Parents will be nominated during a Parent-Teacher-Student Association (PTSA) meeting. The PTSA will vote on nominee(s) to determine the member what will fill any open seat. Any student wishing to run for the EESAC seat may apply. Three students will be selected by the ESSAC committee. The three finalists will be voted on by the entire student body.

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 preparation 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.
Members

1) Nelson Izquierdo, Principal
2) Francisco Williams, SAC Chair
3) Christina Stafford, Student
4) Keandre Pippens, Student
5) Jennifer Hutton, Teacher
6) Thea Long, Teacher
7) Ericka Gainor, Teacher
8) Tawana Ingraham, Teacher
9) Dolores Suhkdeo, Business Member
10) Carmen Ganni, Business Member
11) Ivan F. Fernandez, Business Member
12) Simona Thomas, Parent
13) Audrey Lozano, Parent
14) Joyette Harris, Parent
15) Twana Williams, Parent
16) Charles Mason, School Support Personnel
17) Harcourt Clark, Union Steward

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 monthly and district interim assessments. Collaborative data chats will ensure that instruction is being altered to meet the needs of the students. Consistent review of the implementation of the Continues Improvement Model (CIM) and strategies outlined in the School Improvement Plan will take place at regularly scheduled faculty and EESAC meetings. Consistent monitoring of student data will take place bi-monthly. Formal and informal assessments will be utilized to track student progress. Interventions and tutoring will continuously take place before, during and after school hours. The administration and leadership team will monitor student progress through the use of teacher data chats. This strategy is necessary to ensure that the needs of all students are being met and that remediation is implemented when necessary.
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).

| FCAT Assessed Grade Level: 3 |  |  |  |  |  |  |  |  |  |
|------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| **Baseline Data**           | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      |
| % Mastery                    | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              |
| 0                            | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |

Name of Assessment Used

| FCAT Assessed Grade Level: 4 |  |  |  |  |  |  |  |  |  |
|------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| **Baseline Data**           | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      |
| % Mastery                    | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              |
| 0                            | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |

Name of Assessment Used

| FCAT Assessed Grade Level: 5 |  |  |  |  |  |  |  |  |  |
|------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| **Baseline Data**           | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      |
| % Mastery                    | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              |
| 0                            | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |

Name of Assessment Used

| FCAT Assessed Grade Level: 6 |  |  |  |  |  |  |  |  |  |
|------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| **Baseline Data**           | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      | **Baseline Data**      |
| % Mastery                    | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              | % Non-Mastery          | % Mastery              |
| 6                            | 94                     | 2                      | 98                     | 27                     | 73                     | 0                      | 100                    | 0                      |

Name of Assessment Used

Baseline Benchmark Assessment Reading

Baseline Benchmark Assessment Mathematics

Writing Prompt

Glencoe Test Bank

http://www.flsbi.org/0809_sipTempl...
<table>
<thead>
<tr>
<th>Name of Assessment Used</th>
<th>Baseline Benchmark Assessment Reading</th>
<th>Baseline Benchmark Assessment Mathematics</th>
<th>Writing Prompt</th>
<th>Glencoe Test Bank</th>
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</thead>
<tbody>
<tr>
<td><strong>FCAT Assessed Grade Level: 8</strong></td>
<td></td>
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</tr>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
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<td>12</td>
</tr>
</tbody>
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<table>
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<th>Baseline Benchmark Assessment Mathematics</th>
<th>Baseline Benchmark Assessment Writing</th>
<th>Baseline Benchmark Assessment Science</th>
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</thead>
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<td></td>
<td></td>
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</tr>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Assessment Used</th>
<th>Baseline Benchmark Assessment Reading</th>
<th>Baseline Benchmark Assessment Mathematics</th>
<th>Baseline Benchmark Assessment Science</th>
<th>Baseline Benchmark Assessment Writing</th>
</tr>
</thead>
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<tr>
<td><strong>FCAT Assessed Grade Level: 10</strong></td>
<td></td>
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</tr>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Name of Assessment Used</th>
<th>Baseline Benchmark Assessment Reading</th>
<th>Baseline Benchmark Assessment Mathematics</th>
<th>Baseline Benchmark Assessment Science</th>
<th>Baseline Benchmark Assessment Writing</th>
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</thead>
<tbody>
<tr>
<td><strong>FCAT Assessed Grade Level: 11</strong></td>
<td></td>
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</tr>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
### Baseline data aggregated at school level

<table>
<thead>
<tr>
<th>Subgroup(s) not making AYP</th>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% mastery</td>
<td>% Non-mastery</td>
<td>% mastery</td>
<td>% Non-mastery</td>
<td>% mastery</td>
</tr>
<tr>
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<td>8</td>
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<td>8</td>
<td>92</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>7</td>
<td>93</td>
<td>2</td>
<td>98</td>
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</tr>
</tbody>
</table>

**End of Baseline Data Report**

### AYP DATA

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

Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)

- **Read:** 835
- **Math:** 835

**2007-2008**

- **School Grade:** C
- **Did the School make Adequate Yearly Progress?** NO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>BLACK</td>
<td>99 Y/99 Y</td>
<td>99 Y/99 Y</td>
<td>34 N/31</td>
<td>87 Y/NA</td>
<td>72 66 N/88 Y</td>
<td>73 67 N/79 Y</td>
<td>16 N/16</td>
<td>34 N/16</td>
<td>46 N/46</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>100 Y/100 Y</td>
<td>99 Y/99 Y</td>
<td>31 N/29</td>
<td>88 Y/NA</td>
<td>73 67 N/79 Y</td>
<td>16 N/31</td>
<td>93 82 Y/93 82 Y</td>
<td>31 N/34</td>
<td>47 N/47</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td>ASIAN</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
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<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td>AMERICAN INDIAN</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
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<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>99 Y/99 Y</td>
<td>99 Y/99 Y</td>
<td>31 N/31</td>
<td>87 Y/NA</td>
<td>73 68 N/79 Y</td>
<td>16 N/31</td>
<td>93 82 Y/93 82 Y</td>
<td>31 N/34</td>
<td>47 N/47</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE LEARNERS</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
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<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td>STUDENTS WITH DISABILITIES</td>
<td>98 Y/98 Y</td>
<td>98 Y/98 Y</td>
<td>18 N/18</td>
<td>81 Y/NA</td>
<td>90 80 Y/93 Y</td>
<td>31 N/34</td>
<td>98 82 Y/98 82 Y</td>
<td>31 N/34</td>
<td>47 N/47</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
</tbody>
</table>
### Adequate Yearly Progress (AYP) Report - Page 2

#### Dade CAROL CITY MIDDLE SCHOOL 6051

**Number of students enrolled in the grades tested:**

*Click here to see the number of students in each group.*

<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 Reading by 1%?</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>Safe Harbor Math</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>% of Students on track to be proficient in math</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLACK</td>
<td>99 Y</td>
<td>98 Y</td>
<td>27 N</td>
<td>93 N</td>
<td>93 N</td>
<td>93 N</td>
<td>93 N</td>
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<td>93 N</td>
<td>93 N</td>
<td>93 N</td>
</tr>
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<td>NA</td>
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<td>STUDENTS WITH DISABILITIES</td>
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</tbody>
</table>

**2005-2006 Adequate Yearly Progress (AYP) Report - Page 2**

**Number of students enrolled in the grades tested:**

*Click here to see the number of students in each group.*

<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 Reading by 1%?</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>Safe Harbor Math</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>% of Students on track to be proficient in math</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
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<td>98 Y</td>
<td>28 N</td>
<td>93 Y</td>
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<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>99 Y</td>
<td>99 Y</td>
<td>27 N</td>
<td>93 Y</td>
<td>93 Y</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>STUDENTS WITH DISABILITIES</td>
<td>93 Y</td>
<td>92 Y</td>
<td>NA</td>
<td>69 Y</td>
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</tr>
</tbody>
</table>

**SCHOOL GRADE DATA**

http://www.flbsi.org/0809_sip_template...
| Grade Based on Total Points, Adequate Progress, and % of Students Tested |
|---|---|---|---|---|
| Dade School District | CAROL CITY MIDDLE SCHOOL | 2007-2008 | | |
| **Reading** | **Math** | **Writing** | **Science** | **Points Earned** |
| % Meeting High Standards (FCAT Level 3 and Above) | 37% | 33% | 95% | 15% | 180 |
| **Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 58% | 63% | 121 |
| **3 ways to make gains:** Improve FCAT Levels, Maintain Level 3, 4, or 5, Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 69% (YES) | 70% (YES) | 139 |
| 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. |
| Points Earned | 440 |
| Percent Tested = 99% |
| School Grade | C |

| Grade Based on Total Points, Adequate Progress, and % of Students Tested |
|---|---|---|---|---|
| Dade School District | CAROL CITY MIDDLE SCHOOL | 2006-2007 | | |
| **Reading** | **Math** | **Writing** | **Science** | **Points Earned** |
| % Meeting High Standards (FCAT Level 3 and Above) | 30% | 24% | 76% | 13% | 143 |
| **Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 50% | 54% | 104 |
| **3 ways to make gains:** Improve FCAT Levels, Maintain Level 3, 4, or 5, Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 67% (YES) | 68% (YES) | 135 |
| 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. |
| Points Earned | 382 |
| Percent Tested = 99% |
| School Grade | F |

| Grade Based on Total Points, Adequate Progress, and % of Students Tested |
|---|---|---|---|---|
| Dade School District | CAROL CITY MIDDLE SCHOOL | 2005-2006 | | |
| **Reading** | **Math** | **Writing** | **Points Earned** |
| % Meeting High Standards (FCAT Level 3 and Above) | 31% | 25% | 82% | 138 |
| **Writing:** Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average. |
| % of Students Making Learning Gains | 65% | 57% | 122 |
| **3 ways to make gains:** Improve FCAT Levels, Maintain Level 3, 4, or 5, Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 73% (YES) | 73 |
| Adequate Progress based on gains of lowest 25% of students. Yes, if 50% or more make gains. |
| Points Earned | 333 |
| Percent Tested = 98% |
| School Grade | C |

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