



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Carol City Middle School

3737 NW 188TH ST

Miami Gardens, FL 33055

305-624-2652

<http://carolcitymiddle.dadeschools.net/>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
96%

Alternative/ESE Center
No

Charter School
No

Minority Rate
100%

School Grades History

2013-14
F

2012-13
F

2011-12
F

2010-11
D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Carol City Middle School

Principal

Sonia Romero J

School Advisory Council chair

Desiree Culpepper

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Anthony Rhodes	Assistant Principal
Mylanda Johnson-Watts	Reading Coach
Tanicia Anderson	Reading Coach
Maureen Campbell	Mathematics Coach
Peter Gaebler	Science Coach
Michael Medina	PBS Coach
Hope Walker	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The EESAC consists of 13 voting members to include 1 Principal Sonia J. Romero, 1 Union Steward Jorge Martinez, 5 teachers Desiree Culpepper, Faith Yasman, Takia Bullock, Maureen Campbell and LaVanya Storr, 4 parents Margaret Pinkney, April Wimes, Johnny Wilson and Audrey Brown

Involvement of the SAC in the development of the SIP

The EESAC is an integral part of the development of the school improvement plan. Several members of the EESAC are a part of the team that develops, writes and assist with the implementation of the school improvement plan. Ideas are solicited from all members of the team and the ideas are brought before the staff and are further discussed.

Activities of the SAC for the upcoming school year

The EESAC will assist the school in the implementation of the school improvement plan. The EESAC will also assist with getting more parents involved in the school. We will enlist the help of the business community representatives to attract more public and private agencies into the school to assist with the overall educational process.

Projected use of school improvement funds, including the amount allocated to each project

The EESAC funds will be used to assist the school with Positive Behavior Support (PBS) student incentives. In addition the funds will also assist our team leaders as they reward their perspective grade levels students for positive behavior.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sonia Romero J		
Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	Degrees- Bachelors Physical Education, Masters Physical Education Specialist Educational Leadership NBCT Physical Education	
Performance Record	'12 '11 '10 '09 '08 School Grade B A B C C AYP N N N N N N High Standards Rdg. 44 39 40 54 52 49 High Standards Math N/A 74 75 84 81 77 Lrng Gains-Rdg. 64 48 52 57 55 52 Lrng Gains-Math N/A 74 81 76 78 73 Gains-Rdg-66 25% 53 43 52 48 45 Gains-Math-N/A 25% 62 79 68 72 59 Algebra I EOC 48 Middle and Upper 3rd Geometry 34 AMO	

Jerry Clay J

Asst Principal

Years as Administrator: 12

Years at Current School: 1

Credentials

Degree(s)
 Bachelors of
 Science-
 Marketing
 Education K-12
 Master of Science
 -
 Educational
 Leadership
 Doctorate-
 Educational
 Leadership
 Certification(s)
 Marketing
 Educational
 Leadership- All
 Levels

Performance Record

School Year 12'11 '10 '09 '08
 School Grade A B A A A A
 AMO 52 56 60 64 68 72
 High Standards-Rdg. 56 73 73 65 71
 High Standards- Math 61 81 81 76 79
 Lrng Gains-Rdg. 81 63 66 37 70
 Lrng Gains-Math 72 65 70 64 72
 Gains-R-25 85 49 68 69 71
 Gains-M-25 62 69 68 60 68

Hope Walker

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelors of Arts: Elementary Education
 Masters of Science: Reading Education K-12
 Educational Specialist: Curriculum and Instruction
 Certifications:
 Educational Leadership (All Levels)
 Elementary Education (1-6)
 Reading Education (K-12)

Performance Record

Reading First Professional Development (State) 2005-2009
 Miami Jackson Senior High—2009-2011
 Education Transformation Office (Supervisor)—2011-2012
 School Year: '13 '12 '11 '10 '09 '08
 School Grade F, N/A, A, D, F, N/A
 AYP N NNNNN
 High Standards Rdg.: 21%, N/A, , , 16%, N/A
 High Standards Math: 23%, N/A, , 46%, N/A
 Lrng Gains-Rdg.: 65%, N/A, , 41%, N/A
 Lrng Gains-Math: 61%, N/A, , 70%, N/A
 Gains-Rdg-25%: 70%, N/A, , 58%, N/A
 Gains-Math-25%: 65%, N/A, , , 80%, N/A

Instructional Coaches**# of instructional coaches**

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mylanda Johnson Watts		
Full-time / School-based	Years as Coach: 7	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Masters of Science in Reading, Certification- Gifted Endorsement K-12, School Social Worker K-12	
	The 500 Role Model 09' 10 AYP N School Grade- F / P Reading- 44 High Standards Reading 15 Learning Gains Lowest 50 Miami Norland Sr. High '11 ' '12 '13	
Performance Record	School Grades C A A AYP N Y Y High Standards Reading - 19 18 16 High Standards Math - 51 58 54 Learning Gains (Reading) - 41 37 12 Learning Gains (Math) - 60 72 74 Gains (Reading) - 55 76 52 Gains (Math) - 69 76 81	

Maureen Campbell		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	Mathematics	
Credentials	Doctorate Degree in Mathematics and Science Master's Degree in Mathematics Education Bachelor's Degree in Accounting Certification in Mathematics (5-9) Gifted Endorsement	
Performance Record	Carol City Middle School 12 11 10 09 08 School Grade F D X X X AMO No High Standards Rdg. 23% High Standards Math 23% Lrng Gains-Rds. 55% Lrng. Gains-Math 51% Gains-Rdg-25% 70% Gains-Math-25% 70% AYP No X X X High Standards Rdg. 37% X X X High Standards Math 39% X X X Lrng Gains-Rds. 53% X X X Lrng. Gains-Math 58% X X X Gains-Rdg-25% 65% X X X Gains-Math-25% 63% X X X	

Peter Gaebler		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	Bachelor of Science in Business Administration Certification in Middle Grades Integrated Curriculum (5-9)	
Performance Record	Jose de Diego Middle School Year 13 12 School Grade D C High Standards rdg. X 24 High Standards Math X 34 Lrng Gains-Rds. X 60 Lrng Gains- Math X 71 Gains-Rdg-25% X 71 Gains-Math-25% X 73	

Tania Anderson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor of Science (Journalism) Certification: English 5-9	
Performance Record	Miami Carol City Senior 2011 2012 2013 School Grade C C C AYP No X X AMO X No High Standards Rdg. 23% 21% 28% High Standards Math 32% 26% (Alg.) 43% Lrng Gains-Rds. 52% 52% Lrng. Gains-Math 44% X Gains-Rdg-25% 62% 62% 69% Gains-Math-25% 51% X 78%	

Michael Medina		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Rtl/MTSS	
Credentials	Bachelor's of Education in Physical Education K-12 Master's Degree in Educational Leadership	
Performance Record	2013 School Grade B AYP x AMO x High Standards Rdg. 56% High Standards Math 63% Lrng Gains-Rds. 72% Lrng. Gains-Math 69% Gains-Rdg-25% 77% Gains-Math-25% 72%	

Classroom Teachers**# of classroom teachers**

36

receiving effective rating or higher

29, 81%

Highly Qualified Teachers

42%

certified in-field

26, 72%

ESOL endorsed

3, 8%

reading endorsed

6, 17%

with advanced degrees

12, 33%

National Board Certified

0, 0%

first-year teachers

7, 19%

with 1-5 years of experience

2, 6%

with 6-14 years of experience

9, 25%

with 15 or more years of experience

18, 50%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. To retain highly effective teachers we must offer professional development on effective teaching strategies and strengthen teaching skills and utilize best practices.
2. Weekly PLC's to assist teachers with remaining current with new teaching methods, data disaggregation, and to stay energized and avoid teacher burnout.
3. Provide professional development to assist teachers with techniques that will help them to become effective practitioners. Professional Development to build capacity with Common Core standards.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Carol City Middle Schools teacher mentoring program was designed to assist first year teachers in all aspects of teaching in the twenty first century. The rationale for the pairings were designed so that our instructional coaches would mentor all new teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI Leadership Team will meet bi-weekly to engage in the following activities: Review school-wide data and link to instructional decisions; review progress monitoring data at grade level and classroom level

to identify students who are meeting /exceeding or at risk with regards to specific benchmark standards. The team will also collaborate regularly to problem solve, share best practices, evaluate school improvement implementations, and make decisions based on the data collected. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a purpose, goals and ensures the Rtl is being implemented and that professional development on Rtl is available for all staff members.

Assistant Principal: Monitor instructional staff's implementation of interventions, administration of assessments, and alignment of professional development to ensure fidelity to the Rtl Process.

Core Teachers: Provides information about instruction, strategies; primary interventions and collaborates with other Rtl members to implement Tier 2 and / or Tier 3 interventions.

SPED Teachers: Provides information about instruction, accommodations, Tier 2 interventions, and collaborates with core teachers in utilizing instructional materials.

Reading Coaches: Provides guidance on the current Florida Sunshine State Standards, research-based strategies, assists in data collection and analysis, provides professional development on differentiated instruction and how to use data to guide classroom instruction.

School Psychologist: Provides Tier 2 interventions, analysis of strategies implemented, provides support in

Tier 2 documentation, and provides information on program evaluation.

Test Chairperson: Develops a data warehouse to include FCAT scores, attendance information, bi-weekly

assessments, interim assessments, suspensions / expulsions, assists in the data collection and analysis, and

provides technical assistance.

Student Services Personnel: Provides emotional, behavioral, and academic strategies for teachers to implement with Tier I, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS/Rtl Leadership team will utilize data to create, monitor, and adjust both academic and behavioral

goals. Individuals from the MTSS/Rtl Leadership team will continuously communicate efforts with ESSAC to

develop the School Improvement Plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Florida Assessments for Instruction in Reading (FAIR), 2010 FCAT Results, District Baseline Assessment, Jamestown Navigator Placement Test

Progress Monitoring data: FAIR, Bi-weekly Assessments, Learning Express, Cognitive Tutor, Achieve 3000

Midyear data: FAIR, FCAT Simulated Assessments, District Interim Assessment

End of year data: FAIR, 2010 FCAT results, District Interim Assessment, Comprehensive English Language

Learning

Assessment (CELLA) Practice Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), ACT

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development sessions on RtI Leadership Team principles and procedures will be provided to staff in August. Additional professional development will be provided to teachers' during professional learning communities and early release days throughout the school year. Two Professional Development sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-September and in October. The RtI team will also evaluate additional Staff Professional Development needs during the monthly RtI Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 60

Students will be instructed using the Educational Transformation Office (ETO) success academy materials.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will take both formal and informal exams to measure their progress and the effectiveness of the materials.

Who is responsible for monitoring implementation of this strategy?

School Administration and instructional coaches.

Strategy: Weekend Program**Minutes added to school year: 180**

Students will be instructed using the Educational Transformation Office (ETO) success academy materials.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will take both formal and informal exams to measure their progress and the effectiveness of the materials.

Who is responsible for monitoring implementation of this strategy?

School Administration and Instructional coaches.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Sonia Romero	Principal
Jerry J. Clay, Jr.	Assistant Principal
Mylanda Johnson-Watts	Reading Coach
Tanicia Anderson	Reading Coach
Maureen Campbell	Mathematics Coach
Peter Gaebler	Science Coach
Desiree Culpepper	Team Leader
LaVanya Storr	Team Leader
Conswella Quinones	Team Leader
Hattie Ashley	SCSI Coordinator

How the school-based LLT functions

The Literacy Leadership Team will meet tri-weekly to engage in the following activities: Review school-wide data and link to instructional decisions; review progress monitoring data at grade level and classroom level to identify students who are meeting /exceeding or at risk with regards to specific benchmark standards. The team will also collaborate regularly to problem solve, share best practices, evaluate school improvement implementations, and make decisions based on the data collected. The team will also facilitate the process of

building consensus, increasing infrastructure and making decisions about implementation and progress monitoring.

Major initiatives of the LLT

The Literacy Leadership team will utilize data to create, monitor, and adjust both academic and behavioral goals. Individuals from the Literacy Leadership team will continuously communicate efforts with ESSAC to develop the School Improvement Plan and assist in maintaining a school wide Literacy Plan with fidelity.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Carol City Middle School will incorporate research based reading strategies that are structured, focused and

centered around the learning needs of individual students.

- Three school-wide CRISS strategies, margin notes, selective underling, and summarizing will be used school-wide in all content areas. The effectiveness of these strategies will be assessed by classroom observations via reading coaches' and administrators' classroom walkthroughs.
- A series of short-term professional development workshops will be provided for content area teachers, presented by the reading coaches, built into the school day that will promote lasting, positive changes in teacher knowledge and practice.
- Reading coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Content area teachers will be trained by reading coaches to use and to teach reading strategies that are effective for their subject area.
- To increase student's vocabulary, an exercise using root-words, pre-fixes or suffixes will be introduced each week through the school's closed circuit television broadcast. These words will be used throughout the week in each content area classroom as part of the regular lesson, thus, incorporating these words across the curriculum. This strategy will deepen word associations for students by showing them how everyday vocabulary is related to knowledge of the world and will support ELL students learning by emphasizing words that may be common to both English and the student's home language. As a result, content area teachers will teach their subject area vocabulary, while infusing vocabulary development at the same time.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for post secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

By promoting Career Pathways and Programs of Study students will complete academy programs and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities

Strategies for improving student readiness for the public postsecondary level

Through articulation agreements with local colleges and universities students can earn college and post secondary technical credits in high school and provide additional opportunities for students to complete two and four year post secondary degrees.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	23%	No	44%
American Indian				
Asian				
Black/African American	37%	22%	No	43%
Hispanic	42%	31%	No	48%
White				
English language learners	23%	17%	No	30%
Students with disabilities	25%	7%	No	33%
Economically disadvantaged	38%	22%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	18%	23%
Students scoring at or above Achievement Level 4	25	4%	6%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		50%	55%
Students in lowest 25% making learning gains (FCAT 2.0)		56%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		23%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	85	42%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	22%	No	46%
American Indian				
Asian				
Black/African American	38%	22%	No	45%
Hispanic	49%	21%	No	54%
White				
English language learners	61%	17%	No	65%
Students with disabilities	27%	13%	No	34%
Economically disadvantaged	40%	22%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	15%	21%
Students scoring at or above Achievement Level 4	13	2%	4%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		46%	51%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		84%	86%
Middle school performance on high school EOC and industry certifications		68%	71%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	55%	58%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		14%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	12%	18%
Students scoring at or above Achievement Level 4	14	7%	9%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	138	22%	21%
Students who fail a mathematics course	49	8%	7%
Students who fail an English Language Arts course	75	13%	12%
Students who fail two or more courses in any subject	95	16%	15%
Students who receive two or more behavior referrals	236	41%	40%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	332	54%	53%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Carol City Middle School will Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student).

Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct

informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. School Improvement Grant Fund/School Improvement Grant Initiative The school receives funding under the School Improvement Grant Fund/School

Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative

designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand

the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish a quality school environment.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Create and facilitate lesson plans that will incorporate components of direct instruction, guided instruction, and independent practice through regular common planning sessions.
- G2.** Implement bell-to-bell instructional routines that follow the gradual release of responsibility model.
- G3.** Provide appropriate instruction, remediation, interventions and enrichment opportunities for students based upon their performance data.

Goals Detail

G1. Create and facilitate lesson plans that will incorporate components of direct instruction, guided instruction, and independent practice through regular common planning sessions.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School

Resources Available to Support the Goal

- Curriculum binders, item specifications, Gradual Release of Responsibility Model template.

Targeted Barriers to Achieving the Goal

- Teachers are unaware of the instructional resources available.

Plan to Monitor Progress Toward the Goal

Effective student achievement

Person or Persons Responsible

Instructional staff, Instructional coaches, Administrators

Target Dates or Schedule:

During classroom visitations, and after district assessments

Evidence of Completion:

Student engagement, Interim assessment data

G2. Implement bell-to-bell instructional routines that follow the gradual release of responsibility model.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School

Resources Available to Support the Goal

- Provide Gradual Release of Responsibility Model template.

Targeted Barriers to Achieving the Goal

- Teachers are not aware of the components of the Gradual Release of Responsibility Model.

Plan to Monitor Progress Toward the Goal

Student achievement

Person or Persons Responsible

Teachers, Instructional Coaches, Administrators

Target Dates or Schedule:

After district assessments

Evidence of Completion:

Interim assessment data, topic assessments, teacher made assessments.

G3. Provide appropriate instruction, remediation, interventions and enrichment opportunities for students based upon their performance data.

Targets Supported

- Reading (FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Provide PD on unwrapping benchmarks and aligning benchmarks to Essentials Questions.
- Science Lab Materials for double dose science class.

Targeted Barriers to Achieving the Goal

- Alignment of instruction to the assessed standards.
- Students need additional support in order to develop independent scientific thinking through a more rigorous curriculum designed to examine and explore Physical and Chemical Sciences as well as Earth and Space Sciences.
- A new system of compiling and generating meaningful data reports has been rolled out this year (Thinkgate).

Plan to Monitor Progress Toward the Goal

Incorporate reading comprehension and writing strategies into instruction to increase content vocabulary and comprehension School-wide

Person or Persons Responsible

Ms. Romero, Principal Dr. Clay, Assistant Principal Dr. Moore, Assistant Director Literacy Coaches State Coordinators ETO Support Staff

Target Dates or Schedule:

August 2013 - 2014 Ongoing

Evidence of Completion:

Student Work Samples (i.e writing) Classroom walk-throughs to observe active learning and reading strategies are implemented to improve student achievement Increased Student Achievement

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Create and facilitate lesson plans that will incorporate components of direct instruction, guided instruction, and independent practice through regular common planning sessions.

G1.B1 Teachers are unaware of the instructional resources available.

G1.B1.S2 Meet at least once per week by department to develop instructional plans including but not limited to lesson plans and unit plans.

Action Step 1

A common planning calendar will be developed

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Completed common planning calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Administrative walkthroughs of common planning

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Common planning roster, agenda, and planning products

Plan to Monitor Effectiveness of G1.B1.S2

Effective student achievement

Person or Persons Responsible

Instructional staff, Instructional coaches, and Administrators

Target Dates or Schedule

During classroom visitations, and after district assessments

Evidence of Completion

Student engagement, Interim assessment data

G2. Implement bell-to-bell instructional routines that follow the gradual release of responsibility model.

G2.B1 Teachers are not aware of the components of the Gradual Release of Responsibility Model.

G2.B1.S1 Provide professional development on Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

Action Step 1

Professional development

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

During common planning and department meetings.

Evidence of Completion

Professional development rosters and materials.

Facilitator:

Instructional Coaches

Participants:

Instructional staff

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Implementation

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

During classroom visitation

Evidence of Completion

Walkthrough documentation, detailed lesson plans, fidelity of instructional pacing

Plan to Monitor Effectiveness of G2.B1.S1

Implementation

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

During classroom visitation

Evidence of Completion

Walkthrough documentation, detailed lesson plans, fidelity of instructional pacing

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible**Target Dates or Schedule****Evidence of Completion**

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Provide appropriate instruction, remediation, interventions and enrichment opportunities for students based upon their performance data.

G3.B1 Alignment of instruction to the assessed standards.

G3.B1.S1 . Ensure regularly job-embedded Professional Development sessions are conducted (i.e., common planning, lesson study, professional learning communities)

Action Step 1

Provide a School-wide Professional Development Needs Survey Plan and develop PD base on the results of Survey and Student Data Provide active coaching and modeling of best instructional practices (i.e. EQs, HOTs, DI,)

Person or Persons Responsible

Ms. Romero, Principal Dr. Clay, Assistant Principal Dr. Moore, Assistant Director Literacy Coaches
State Coordinators ETO Support Staff

Target Dates or Schedule

August 2013- June 2014 Ongoing

Evidence of Completion

Classroom Walk-throughs to observe best practices mastered through Professional Development and or Coaching Cycles

Facilitator:

Academic Coaches

Participants:

Ms. Romero, Principal Dr. Clay, Assistant Principal Dr. Moore, Assistant Director Literacy Coaches
State Coordinators ETO Support Staff

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Active learning and student engagement

Person or Persons Responsible

Ms. Romero, Principal Dr. Clay, Assistant Principal Dr. Moore, Assistant Director Literacy Coaches
State Coordinators ETO Support Staff

Target Dates or Schedule

August 2013 - June 2014 Ongoing

Evidence of Completion

Student Work Samples (i.e writing) Classroom walk-throughs to observe active learning and reading strategies are implemented to improve student achievement Increased Student Achievement

Plan to Monitor Effectiveness of G3.B1.S1

Identify observational teachers' classrooms so teachers can observe active reading strategies. Ensure regularly job-embedded Professional Development sessions are conducted (i.e., common planning, lesson study, professional learning communities)

Person or Persons Responsible

Ms. Romero, Principal Dr. Clay, Assistant Principal Dr. Moore, Assistant Director Literacy Coaches
State Coordinators ETO Support Staff

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Documentation of school-wide professional development days

G3.B2 Students need additional support in order to develop independent scientific thinking through a more rigorous curriculum designed to examine and explore Physical and Chemical Sciences as well as Earth and Space Sciences.

G3.B2.S1 8th graders whose previous year FCAT scores fall within the top 40% of their grade level will be placed in a science "double dose" class that is centered around hands-on learning and lab activities.

Action Step 1

Utilize the ETO developed resources and use data from baseline, interims and assessments to drive their instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher's lesson/unit plan reflect data driven instruction, focusing on teaching weakest benchmarks first.

Action Step 2

At least the top 35% of students in grade 8 will be placed in a "Research Honors" science class in addition to their regular science class.

Person or Persons Responsible

Administrative team, science coach.

Target Dates or Schedule

beginning of school year.

Evidence of Completion

35% or more eighth graders are enrolled in a "Research Honors" science class.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 A new system of compiling and generating meaningful data reports has been rolled out this year (Thinkgate).

G3.B3.S1 Educate teachers on how to disaggregate their students data using the new system.

Action Step 1

Professional development opportunities on data disaggregation.

Person or Persons Responsible

Administration, instructional coaches, teachers

Target Dates or Schedule

During common planning sessions, department meetings and faculty meetings.

Evidence of Completion

Common planning / department meeting sign in sheets, powerpoint presentations.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide

support for assessment and implementation monitoring. Other components that are integrated into the school-wide program

include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated

with district Drop-out Prevention programs.

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Funds provided through Title III allow the school to provide professional development on best practices to ESOL teachers.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Implement bell-to-bell instructional routines that follow the gradual release of responsibility model.

G2.B1 Teachers are not aware of the components of the Gradual Release of Responsibility Model.

G2.B1.S1 Provide professional development on Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

PD Opportunity 1

Professional development

Facilitator

Instructional Coaches

Participants

Instructional staff

Target Dates or Schedule

During common planning and department meetings.

Evidence of Completion

Professional development rosters and materials.

G3. Provide appropriate instruction, remediation, interventions and enrichment opportunities for students based upon their performance data.

G3.B1 Alignment of instruction to the assessed standards.

G3.B1.S1 . Ensure regularly job-embedded Professional Development sessions are conducted (i.e., common planning, lesson study, professional learning communities)

PD Opportunity 1

Provide a School-wide Professional Development Needs Survey Plan and develop PD base on the results of Survey and Student Data Provide active coaching and modeling of best instructional practices (i.e. EQs, HOTs, DI,)

Facilitator

Academic Coaches

Participants

Ms. Romero, Principal Dr. Clay, Assistant Principal Dr. Moore, Assistant Director Literacy Coaches
State Coordinators ETO Support Staff

Target Dates or Schedule

August 2013- June 2014 Ongoing

Evidence of Completion

Classroom Walk-throughs to observe best practices mastered through Professional Development and or Coaching Cycles