Carol City Elementary School

2015-16 School Improvement Plan

Carol City Elementary School

4375 NW 173RD DR, Miami Gardens, FL 33055

http://carolcitye.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Carol City Elementary School is committed to educational excellence and acceleration for all stakeholders, where we exceed standards and expectations; breaking down all barriers to learning day-by-day, and child by child.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Carol City Elementary has established a commitment to shared values and beliefs about teaching and learning, and decision-making amongst all stakeholders. The community served by the school is "close knit", in which the student body is comprised of parents who attended Carol City Elementary School as students. There is great pride, ownership, and passion held, that is evident by the interactions and actions exhibited by many stakeholders in providing input regarding the direction that they feel the school should take for the betterment of all stakeholders.This commitment is regularly reflected in communication among leaders, staff, parents and students. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Carol City Elementary has adopted clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and the school has shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Continuous improvement and measures are in place that allow for documentation and tracking of these conditions. Improvement plans are developed and implemented by appropriate school personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A school wide behavior system and action plan has been developed to establish school wide essential
agreements with all of the students, staff and stakeholders. In an effort to encourage model student behavior, Carol City Elementary implements the school-wide Core Values Program of Values Matter and incentive programs, such as Student of the Month and Do the Right Thing, to recognize and

reward children for positive behavior accomplishments and good deeds. Lastly, incorporating the Core Values Curriculum into morning announcements fosters ongoing and positive action effort towards behavior intervention.

For students who commit Student Code of Conduct offenses, in-school strategies are addressed by the administrators and school counselor. The counselor provides in-school counseling with discipline referrals and difficulty with peer relationships. The counselor conducts guidance sessions in the classroom to assist students in developing skills in problem solving and decision making, as well as provide individual counseling sessions to help students deal with peer relationships, crisis intervention, transitional issues and personal/family concerns. Alternatives for suspension include work detail, indoor suspension and removal of privileges or denial of participation in extracurricular activities.

Disciplinary actions follow the school discipline plan, to include warnings, teacher conference with the student, parent contact/conference, referral to the school counselor, detention and conference with the administrator. Removal of privileges or denial of participation in extracurricular activities is implemented as alternatives to suspension.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Carol City Elementary, the school has implemented programs to support and meet the physical, social, and emotional needs of each student in the school. The School Counselor provides and coordinates programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

At Carol City Elementary, the early warning system is developed to identify, target and intervene with a plan of action to refer to the MTSS/ RTI team for intervention services for the students who 1) accrue excessive absences and/or tardies and developing a pattern of non-attendance, 2) are suspended for one or more days, 3) fail a English Language Arts or Mathematics course and/or 4) score a level 1 on the statewide assessment in the area of English Language Arts and/or Mathematics.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	2	4	3	1	3	13
Level 1 on statewide assessment	8	19	0	9	16	52
Course Failure in Math	2	2	3	1	2	10
Retentions	3	8	8	0	0	19

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	9	19	3	10	16	57

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies which have been implemented at Carol City Elementary to improve the academic performance of identified students on the early warning system include: 1) Sharing current student tardiness and absences with parents, presenting data which shows improved student achievement and school attendance, 2) Monitoring attendance reports, suspension reports and reviewing data reports after each assessment to monitor student progress, and 3) Referring students who may be developing a pattern of nonattendance, lack of academic progress and two or more behavior referrals to MTSS/ RTI team for intervention services.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/190592.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Carol City Elementary has established partnerships with community organizations and agencies to provide support and resources for parents, students and staff. These partnerships foster a supportive environment and commitment for the school and the students. A defined process has been established at Carol City Elementary to work collaboratively with community-based organizations and/or outside counseling agencies. These organizations/agencies support academic achievement and positive student behavior. Community organizations not only have natural links with parents, but they have a vested interest in the success if children and youth in our local community.
Organizations which provide services to our students include the 5000 Role Models of Excellence, in which the mission is to give minority boys hope as well as the vision of greatness to emulate in their everyday lives. Another community based organization that provides services to our students is the Drug Abuse Resistance Education, better known as DARE, is an international education program that seeks to prevent use of controlled drugs, membership in gangs and violent behavior.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:	

Name	Title
Watkins, Thalya	Principal
Walker, Miriam	Assistant Principal
James, LaToya	Instructional Coach
Lewis, Silvia	Instructional Coach
Davis, Angelisha	Teacher, ESE

Duties	

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. T. Watkins, Principal:
-Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Miriam Walker, Assistant Principal:
-Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Latoya James, Matilda Ysidro & Dr. Silvia Lewis, Instructional Coaches
-Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Provides a common vision for the use of data-based decision-making, ensures that the teachers are effectively implementing RtI, conducts assessment of RtI skills of school staff,ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Develops, leads, and evaluates school core content standards/ programs; Provides instructional support on the K-5 Reading Plan; Identifies systematic patterns of student needs 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;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Coaches also assist with instructional planning and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Carmen Gonzalez, School Counselor:
Providing academic interventions, the school counselor and social worker continue to link child-serving agencies and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
Brenda Ortiz, Technology Specialist
Develops or brokers technology necessary to manage and display academic data in area of Reading; provides professional development and technical support to teachers and staff regarding data management and display.
Carly Conte, School Psychologist
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional

development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Nancy Guerrero, Speech-Language Pathologist

Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Addeline Smith, School Social Worker:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers and the counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by reviewing: content students learn, expected levels of performance, assessment data, progress of interventions, and enrichment activities.
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting,
planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and
effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting
Annual Measurable Objectives.

Title I, Part A

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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist 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; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Our 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.

Title I, Part D

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 II

Carol City Elementary School benefits from funds provided from the district to improve basic education. New teachers participate in the District's program for mentoring new teachers, MINT. 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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide reading and supplementary instructional materials. This service will be provided should funds become available for the 2010-2011 school year.

Title IV

We are committed to ensuring that our school is safe, and free of drugs and violence. Our school participates in the Safe and Drug Free Schools program which:

• Addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors and TRUST Specialists

• Provides training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists.

• Provides training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management.

Title VI, Part B - NA

Title X- Homeless

Carol City Elementary school benefits from the proactive stance that our district takes to ensure the special needs of homeless students are addressed. The district established the District Homeless Social Worker program. The program provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, the Homeless Assistance Program was established, which seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Additional programs to address homeless students' needs are:

• Project Upstart, Homeless Children & Youth Program, which assists schools with the identification, enrollment, attendance, and transportation of homeless students. The program provides a homeless sensitivity and awareness campaign throughout all the schools, whereby each school is provided a video and curriculum manual. A contest is sponsored by the homeless trust, a community organization.

• A Homeless Liaison provides training for school registrars on the procedures for enrolling homeless

students and for school counselors on the McKinney Vento Homeless Assistance Act, ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Carol City Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs Carol City Elementary School will implement the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors.

Nutrition Programs

Carol City Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and aftercare snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Carol City Elementary School has also been selected to participate in the "Fresh Fruits and Vegetables In Our Schools" grant initiative during the 2015-2016 school year. This grant will provide a fresh, healthy, afternoon snack for each student on a daily basis.

Housing Programs - N/A

Head Start

Carol City Elementary School will house four Head Start programs during the 2015-2015 school year. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites. For the 2015-2016 school year, the children will spend half of the day in the Special Education setting and half of the day in Head Start. This endeavor will benefit the student. The special education students will have exposure to positive role models and the students of Head Start will serve as role models to the special education students. The partnership will provide the opportunity for both parties to take advantage of services provided such as dental health and mental services. Adult Education-N/A Career and Technical Education-N/A Job Training-N/A

Other

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

• HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Parental

Parents are involved 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. The school aims to increase parental involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents and activities necessary in order to comply with dissemination and reporting requirements.

Parental involvement at our school includes, but is not limited to, the following:

• Conducting informal parent surveys to determine specific needs of our parents.

• Scheduling workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' availability.

• Continuing our efforts to empower parents and build their capacity for involvement.

- Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. T. Watkins	Principal
Lesa Finnie	Parent
Charles Edwards	Teacher
Charles Carr	Teacher
Letricia Mitchell	Parent
Angela Youngblood	Teacher
Tashmeha Ignacio	Teacher
Jessica Morris	Parent
Doylene Tarver	Parent
Silvia Lewis	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) was the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan. The SAC analyzed and utilized data for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP was approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP was reviewed. The SAC considered the school's demographics, the school's budget, and the results of assessment data, including i-Ready data 2015 FSA and FCAT Science when developing these strategies. The council scheduled meetings monthly, notified its members, and createdt agendas in accordance with district and state guidelines

Development of this school improvement plan

The School Advisory Council (SAC) is involved in the decision making process at the school relating to the implementation of the components of the SIP. All stakeholders are represented in an individual role regarding decisions which affect instruction and the delivery of programs.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) is involved in assisting in the preparation and evaluation of the school's annual budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were used to increase student achievement through teacher resources and materials requests, to include the purchase of trophies and medals for end of the year

ceremonies and field day (999.00), dye supplies for students to create grade level t-shirts for field day, student headphones, Part-Time CIS, Hourly teachers for 2nd grade tutoring, laminating film, art supplies and a wireless projector.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Watkins, Thalya	Principal
Walker, Miriam	Assistant Principal
Edwards, Charles	Teacher, K-12
James, LaToya	Instructional Coach
Lewis, Silvia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy leadership team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the schools directional focus, the LLT Leadership team will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The LLT Leadership Team will provide levels of support and interventions to students based on data. Literacy will be viewed as an integral part of all the content areas:
- Phonics and Structural Analysis is embedded in the Reading program
- Reciprocal Teaching will be incorporated within the schema of literacy in all content areas.
- Wonder Works Intervention for those students reading below grade level.
- Writing is embedded in all subject areas.
The goal will be to help students see themselves as successful readers, who are growing in confidence and competence.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At Carol City Elementary, positive working relationships between teachers have been fostered in order to promote a positive working environment where the staff is encouraged to work together collaboratively as a team. Teachers have the opportunity to collaborate and share ideas during common planning with other teachers and the Reading and Math Coaches. During common planning sessions, instructional coaches assist teachers with planning to develop meaningful activities, as well as utilizing strategies to effectively provide students with explicit instruction in all subjects areas: reading, writing, math and

science. Teachers are provided opportunities to facilitate grade levels meeting within their grade level to discuss and share best practices, as well.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

At Carol City Elementary, the various strategies are utilized to recruit, develop and retain highly qualified, certified-in-field and effective teachers include:
• Job embedded professional development opportunities (i.e. common planning time, teacher planning days and faculty meetings)
• Common planning with Coaches for subject area planning
• PLC opportunities will be provided for all teachers in order to provide additional support in a specific subject area and collaborate best practices
• Provide Coaching support within the classroom setting to model best practices strategies for instruction

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

At Carol City Elementary, the school's teacher mentoring program provides support to the mentee by an experienced teacher with outstanding knowledge of the grade level content, materials and methods that support high standards.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

With the support of administration and instructional coaches, teachers are provided with resources that are aligned to Common Core and Florida Standards. District Pacing Guides are provided and utilized during Common Planning to guide instructional coaches and teachers in developing lesson plans activities that are aligned to the Language Arts Florida Standards and Mathematics Florida Standards. Math and Reading Coaches develop Instructional Focus Calendars for KG-5th Grade, to target specific benchmarks for each grade level, which are aligned with the district pacing guides. The process assists teachers with their instruction and ensures Florida Standards are being met. Administration and Curriculum Coaches continuously monitor and review the implementation of appropriate curriculum.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At Carol City Elementary, the school uses data from various sources to analyze the strengths and weaknesses of students. The data is used to develop instruction, administer, and analyze data from comprehensive assessments. Assessments will consist of at least five questions per benchmark, to be administered during the first week of school, and instructional support staff develop benchmark calendars to correlate with district's pacing guides, on results of baseline data.
There is implementation of a consistent, continuous improvement model by the school leadership team. Carol City Elementary has implemented a systematic approach in collecting, reviewing and analyzing both District and school data results to plan instruction, monitor student progress and

improve student learning. School-site evidence includes development and implementation of the School Improvement Plan. Data chats are conducted with teachers to review, analyze and disaggregate results in order to effectively plan. Curriculum programs determine effectiveness based on student progress.

Instruction is modified to meet the individual needs of students based on school wide data. For example, homogeneous grouping is done and the curriculum is modified to provide instruction on students individual instructional level. Technology programs such as Think Central, iReady, MyOn, Accelerated Reader, and Reflex Math are utilized in the the classrooms to supplement instruction. Some of these programs can be tailored to fit the needs of students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 10,800

Provide small group instruction in the area of Reading, to provide additional intervention for targeted students with skill-based activities in Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension.

Strategy Rationale

Based on Reading proficiency and Learning Gains on the 2014 FCAT Reading 2.0 Assessment, our school has been identified as one of the "Lowest 300" schools.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Watkins, Thalya, pr0681@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data results from On-going Progress Monitoring, District Interim Assessments, i-Ready Diagnostic assessments, student work, and quizzes will be used to determine effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Carol City Elementary School, all Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individuals and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed utilizing the Battelle Developmental Inventory Assessment. The BDI is a pre-post assessment focusing on five characteristics to include cognitive, personal/social, communication and motor skills. Additionally, students participate in the PELI Phonological Early Literacy Language Inventory during the months of October 2015, January 2016, and May 2016 focusing on letters, sounds, book concepts, rhyming, words, alliteration, word analysis and segmentation. The teacher communicates with pre-kindergarten parents throughout the school year to discuss academic, social and behavioral goals. In the spring

2016, the school hosts individual transition meetings with all parents to discuss overall progress and review classroom assessments in order to determine placement and services for the Kindergarten school year. Designated Instructional Staff members will utilize Houghton- Mifflin assessment three times a year to determine the readiness of Pre-Kindergarten students entering kindergarten. This information will be reported to parents, teachers, grade level chairperson(s), and administration are responsible for the implementation of strategies.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
  .

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement by improving core instruction in all content areas. 1a

G073948

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Pacing Guides, Florida Standards, NGSSS, Planning Cards, Item Specs, Intervention and Enrichment Materials, Instructional Materials/Teacher Editions, Common Planning Sessions, District Curriculum Support

Targeted Barriers to Achieving the Goal 3

- Limited evidence of understanding the instructional strategies during planning which impacts time management and use of technology when delivering explicit instruction to all students.

Plan to Monitor Progress Toward G1. 8

Analyze and disaggregate the results of the District Assessments and Interims, 2016 FSA and 2016 SAT-10.

Person Responsible
Thalya Watkins

Schedule
On 6/9/2016

Evidence of Completion
Formative Assessments -District Interim Assessments Summative Assessments- Results from 2016 FSA and 2016 SAT-10

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase student achievement by improving core instruction in all content areas. 1

🔑 G073948

G1.B1 Limited evidence of understanding the instructional strategies during planning which impacts time management and use of technology when delivering explicit instruction to all students. 2

🔑 B193126

G1.B1.S1 Effective Planning and Instructional Delivery 4

🔑 S204641

Strategy Rationale

Provide opportunities for teachers to engage in collaborative planning sessions to develop scaffolded lessons aligned to the standards.

Action Step 1 5

Develop and implement a school-wide collaborative planning framework in order to structure collaborative planning sessions.

Person Responsible

Silvia Lewis

Schedule

Monthly, from 9/1/2015 to 10/29/2015

Evidence of Completion

Collaborative Planning Framework

Action Step 2 `5`

Provide on-going and job-embedded professional development opportunities to build a school culture that promotes collaboration among all faculty.

Person Responsible

LaToya James

Schedule

Monthly, from 9/10/2015 to 10/29/2015

Evidence of Completion

Professional development agenda, sign-in sheets

Action Step 3 `5`

Conduct coaching cycles with a focus on scaffolded lessons and use of technology as planned for during collaborative planning sessions.

Person Responsible

Silvia Lewis

Schedule

Weekly, from 9/14/2015 to 11/25/2015

Evidence of Completion

Coaching logs, coach calendar, protocol forms

Action Step 4 `5`

Utilize allotted collaborative planning time for modeling of lessons and/or modeling of strategies.

Person Responsible

Silvia Lewis

Schedule

Weekly, from 9/14/2015 to 11/25/2015

Evidence of Completion

Collaborative planning agendas, lesson plans

Action Step 5 `5`

Conduct classroom walkthroughs to monitor effective implementation of planned lesson and instructional framework.

Person Responsible

Miriam Walker

Schedule

Weekly, from 9/14/2015 to 11/6/2015

Evidence of Completion

Lesson plans, classroom observation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Continuously monitor the implementation of common planning, and conduct classroom walkthroughs to monitor explicit and effective delivery of instruction.

Person Responsible

Thalya Watkins

Schedule

Monthly, from 10/12/2015 to 12/16/2015

Evidence of Completion

Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Assessment data will be analyzed by teachers and reviewed by School Based Leadership Team to monitor progress, identify deficient areas and regroup for small group instruction.

Person Responsible

Thalya Watkins

Schedule

On 12/9/2015

Evidence of Completion

Formative Assessment: Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data, District Assessments, Data Discussion meeting agendas, sign in sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop and implement a school-wide collaborative planning framework in order to structure collaborative planning sessions.	Lewis, Silvia	9/1/2015	Collaborative Planning Framework	10/29/2015 monthly
G1.B1.S1.A2	Provide on-going and job-embedded professional development opportunities to build a school culture that promotes collaboration among all faculty.	James, LaToya	9/10/2015	Professional development agenda, sign-in sheets	10/29/2015 monthly
G1.B1.S1.A3	Conduct coaching cycles with a focus on scaffolded lessons and use of technology as planned for during collaborative planning sessions.	Lewis, Silvia	9/14/2015	Coaching logs, coach calendar, protocol forms	11/25/2015 weekly
G1.B1.S1.A4	Utilize allotted collaborative planning time for modeling of lessons and/or modeling of strategies.	Lewis, Silvia	9/14/2015	Collaborative planning agendas, lesson plans	11/25/2015 weekly
G1.B1.S1.A5	Conduct classroom walkthroughs to monitor effective implementation of planned lesson and instructional framework.	Walker, Miriam	9/14/2015	Lesson plans, classroom observation	11/6/2015 weekly
G1.MA1	Analyze and disaggregate the results of the District Assessments and Interims, 2016 FSA and 2016 SAT-10.	Watkins, Thalya	11/16/2015	Formative Assessments -District Interim Assessments Summative Assessments-Results from 2016 FSA and 2016 SAT-10	6/9/2016 one-time
G1.B1.S1.MA1	Assessment data will be analyzed by teachers and reviewed by School Based Leadership Team to monitor progress, identify deficient areas and regroup for small group instruction.	Watkins, Thalya	10/12/2015	Formative Assessment: Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data, District Assessments, Data Discussion meeting agendas, sign in sheets	12/9/2015 one-time
G1.B1.S1.MA1	Continuously monitor the implementation of common planning, and conduct classroom walkthroughs to monitor explicit and effective delivery of instruction.	Watkins, Thalya	10/12/2015	Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data	12/16/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of understanding the instructional strategies during planning which impacts time management and use of technology when delivering explicit instruction to all students.

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide on-going and job-embedded professional development opportunities to build a school culture that promotes collaboration among all faculty.

Facilitator

Leadership Team and CSS

Participants

Teachers

Schedule

Monthly, from 9/10/2015 to 10/29/2015

PD Opportunity 2

Utilize allotted collaborative planning time for modeling of lessons and/or modeling of strategies.

Facilitator

Leadership Team and CSS

Participants

Teachers

Schedule

Weekly, from 9/14/2015 to 11/25/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.