

Miami-Dade County Public Schools

Carol City Elementary School



2021-22 Schoolwide Improvement Plan

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Carol City Elementary School

4375 NW 173RD DR, Miami Gardens, FL 33055

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

Demographics

Principal: Tiffany Davis N

Start Date for this Principal: 8/9/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: B (61%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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<https://www.floridacims.org>.

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. 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: School Information

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 the 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 Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lee, Donna	Principal	The face of the school as well as Instructional Leader. Oversees all aspects of the organization such as leadership, direction, day to day operations, budget, and decision making.
Arce, Cortnye	Assistant Principal	Coordinates with the principal regarding standardized curricula, assessing teaching methods, monitoring student achievement, day to day operations, encouraging parent involvement and enforcing and revising policies and procedures.
Davis, Angelisha	Teacher, ESE	ESE Chair Works with the leadership team and collaborates in the school's decision making process. Collaborates with SLT in developing the SIP. Works with teachers and assists with adapting general education lessons to meet the learning needs of SPED students.
Colon, Antonia	Instructional Coach	Works with the leadership team and collaborates in the school's decision making process. Collaborates with SLT in developing the SIP. Works with educators in the areas of curriculum, lesson plans, setting goals, analyzing data, problem solving and identifying student strengths and weaknesses.
Jackson, Marthe	School Counselor	Counselor Works with the leadership team and collaborates in the school's decision making process. Collaborates with SLT in developing the SIP. Works with students, parents and staff to improve overall mental health.

Demographic Information

Principal start date

Sunday 8/9/2020, Tiffany Davis N

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

234

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	23	42	32	60	31	46	0	0	0	0	0	0	0	234
Attendance below 90 percent	13	15	14	30	9	16	0	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	21	7	13	0	0	0	0	0	0	0	45
Course failure in Math	0	0	3	17	5	19	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	2	6	22	44	8	14	0	0	0	0	0	0	0	96

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	0	4	25	5	15	0	0	0	0	0	0	0	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	0	1	15	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

The number of students identified as retainees:

Indicator	Grade Level													Total
Retained Students: Current Year														
Students retained two or more times														

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	57	43	52	50	49	45	0	0	0	0	0	0	0	296
Attendance below 90 percent	20	15	19	21	16	19	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	11	18	13	16	0	0	0	0	0	0	0	62
Course failure in Math	0	3	10	13	20	21	0	0	0	0	0	0	0	67
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	7	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	10	0	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	5	11	20	15	19	0	0	0	0	0	0	0	74

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	0	1	15	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	62%	57%	51%	62%	56%
ELA Learning Gains				52%	62%	58%	59%	62%	55%
ELA Lowest 25th Percentile				61%	58%	53%	76%	59%	48%
Math Achievement				59%	69%	63%	66%	69%	62%
Math Learning Gains				58%	66%	62%	59%	64%	59%
Math Lowest 25th Percentile				30%	55%	51%	68%	55%	47%
Science Achievement				52%	55%	53%	50%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	60%	-16%	58%	-14%
Cohort Comparison						
04	2021					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-44%				
05	2021					
	2019	47%	60%	-13%	56%	-9%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	67%	-9%	62%	-4%
Cohort Comparison						
04	2021					
	2019	63%	69%	-6%	64%	-1%
Cohort Comparison		-58%				
05	2021					
	2019	47%	65%	-18%	60%	-13%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The information below was compiled using iReady Assessments 1, 2, and 3 data points.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.0	50.0	38.7
	Economically Disadvantaged	48.3	48.4	36.7
	Students With Disabilities	20.0	20.0	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.2	43.8	25.8
	Economically Disadvantaged	43.3	41.9	23.3
	Students With Disabilities			
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12.5	24.4	19.5
	Economically Disadvantaged	12.8	25.0	20.0
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.5	17.5	24.4
	Economically Disadvantaged	20.0	15.4	25.0
	Students With Disabilities	16.7		33.3
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3	48.8	61.0
	Economically Disadvantaged	30.0	46.3	59.0
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.5	32.6	34.1
	Economically Disadvantaged	7.5	31.7	30.8
	Students With Disabilities			
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.9	29.5	48.7
	Economically Disadvantaged	11.9	26.2	45.9
	Students With Disabilities		7.1	15.4
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.3	23.8	51.4
	Economically Disadvantaged	7.3	20.0	48.6
	Students With Disabilities		7.1	30.8
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.7	18.9	27.0
	Economically Disadvantaged	20.0	20.6	28.6
	Students With Disabilities	15.4	33.3	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.6	38.9	40.5
	Economically Disadvantaged	28.1	36.4	40.0
	Students With Disabilities	20.0	33.3	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	4	20		17	40						
ELL	31										
BLK	23	31		22	17		12				
HSP	33	31		4	8		18				
FRL	25	32		18	16		15				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	50		46	40						
ELL	38	33		47	38						
BLK	52	53	64	59	59	28	47				
HSP	46	45		62	57						
FRL	52	52	57	59	58	30	54				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	69		60			30				
ELL	56			71							
BLK	45	53	69	63	50	64	41				
HSP	69	77		74	82		82				
FRL	51	57	75	65	58	68	49				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	21
Total Points Earned for the Federal Index	164
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	17
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	19
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the FSA data, the subject with the most significant percentage decrease was mathematics which decreased from 59% to 2019 to 18% in 2021. The subgroup with the greatest decrease was the lowest 25% in math dropping from 58% to 2019 to 15% in 2021. Across grade levels reading proficiency decrease on the Florida Standard Assessment (FSA) in overall proficiency in 2019 from 51% to 25% in 2021. Our science proficiency decreased from 52% in 2019 to 14% in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When comparing the 2019 data findings to the 2021 data findings, grade 1 ELA students with disabilities subgroup decreased 11.6 percentage points from AP1 to AP3. Similarly the Math students with disabilities subgroup decreased by 22.7 percentage points when comparing AP1 to AP3.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors such as online learning without supervision, quarantine rates and lack of small group explicit instruction contributed to this need of improvement. New actions for ELA that need to be taken to address the need for improvement includes explicit and targeted instruction, differentiated instruction within each classroom and data driven remediation. Scaffolding lessons to assist student understanding of lesson content along with intervention is needed as well.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

When comparing the 2019 data findings to the 2021 data findings, grade 4 ELA students with disabilities subgroup increased 8.3 percentage points from AP2 to AP3. Similarly the Grade 4 Math students with disabilities subgroup increased by 23.7 percentage points when comparing AP2 to AP3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors such as weekly collaborative planning, realignment of resources and data driven instruction contributed to this improvement.

What strategies will need to be implemented in order to accelerate learning?

ELA and Math, we will continue to meet weekly for collaborative planning. Time will need to be allotted during each planning session to include planning for intervention, differentiated instruction, review of data, prioritizing of standards, and development of scaffolded lessons.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

To support teachers, Instructional Coaches will share upcoming professional development strategies regarding the new reading series and intervention component. Instructional Coaches will assist teachers with utilizing tracking systems for tiered intervention and update as needed. Coach-teaching collaboration cycles will also be implemented individually with teachers to support specific needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services include, weekly collaborative planning sessions to review curriculum, intervention, data and differentiated instruction. A member of the SLT will attend to ensure fidelity of strategies being implemented school-wide. Extended Learning opportunities will be provided in October consisting of after school tutorials and the Literacy Book Club.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Based on the data review, Carol City Elementary School will implement targeted and explicit instruction directly related to ELA. We selected areas related to ELA based on results of the 2021 FSA which indicated less than 50% proficiency in Grades 3-5.
Description and Rationale:	
Measurable Outcome:	If we successfully implement targeted and explicit evidence-based strategies related to ELA instruction with fidelity, then we will increase by 10 percentage points in proficiency and learning gains as evidenced by the 2022 FSA.
Monitoring:	Administration will conduct daily walkthroughs to ensure explicit and targeted ELA instruction based on standards discussed in common planning. OPM's will be monitored bi-weekly to ensure students are demonstrating growth on remediated standards. Data analysis will occur on a bi-weekly basis during collaborative planning. Quarterly data chats will occur to realign groups with current data.
Person responsible for monitoring outcome:	Donna Lee (mrslee@dadeschools.net)
Evidence-based Strategy:	The evidence based strategies being implemented is explicit and targeted whole group instruction. This will occur through weekly common planning to unwrap the standards, discuss gradual release components, student engagement techniques and daily checks for understanding.
Rationale for Evidence-based Strategy:	Weekly common planning will ensure that ELA instruction aligns with proper pacing, instructional components and student centered rotations. Coaches along with teachers will make appropriate adjustments to their differentiated instructional small group lessons during common planning based on bi-weekly data.

Action Steps to Implement

Collaborative Planning for Explicit and Targeted ELA instruction will occur on a weekly basis. Monitoring for proper pacing, instruction, and daily checks for understanding will also occur. Data trackers will be used to assist with data monitoring and remediation needs.

Person Responsible Antonia Colon (actoni27@dadeschools.net)

Assist with ELA Instruction for identified SPED students to ensure proper alignment with IEP goals.

Person Responsible Angelisha Davis (angelisha@dadeschools.net)

Identify students with Early Warning Signs and provide SEL support.

Person Responsible Marthe Jackson (proverb13@dadeschools.net)

Daily Walkthroughs will be conducted to ensure fidelity of lessons. Bi-weekly data analysis will occur to ensure data driven instruction is evident and remediation is targeted based on non-mastered skills.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Bi-weekly planning for Differentiated Instruction will occur in Grades 2-5 to ensure fidelity of tailoring instruction to students' needs. This will take place from November 1, 2021 - December 17, 2021.

Person Responsible Antonia Colon (actoni27@dadeschools.nets)

Rotations in Grades K-1 will be created to allow students to understand expectations of each group. This will take place from November 1, 2021 - December 17, 2021.

Person Responsible Antonia Colon (actoni27@dadeschools.nets)

Teacher Temperature Checks related to Writing for Grades 4 and 5 will be a focus during Collaborative Planning. This will take place from January 28, 2022 - May 9, 2022.

Person Responsible Antonia Colon (actoni27@dadeschools.nets)

An ELA One-Drive pre-planning folder to ensure collaboration of standards based curriculum and Data-Driven DI will be created on January 28, 2022 and be implemented throughout the remainder of the school year.

Person Responsible Antonia Colon (actoni27@dadeschools.nets)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Based on the data review, Carol City Elementary School will implement small group instruction. We selected small group instruction based on patterns that indicated minimal growth in performance summary by strand in Math. While the ELA performance summary by cluster was also stagnant.

Measurable Outcome: If we successfully implement small group instruction with fidelity, then we will increase 10 percentage points in learning gains as evidenced by the 2022 State Assessments.

Monitoring: The Leadership team will assist in creating groups based on academic need. OPM's will be monitored bi-weekly to ensure students are demonstrating growth on remediated standards. Administration will conduct daily walk throughs to ensure fidelity of small group lessons. Data analysis will occur on a bi-weekly basis during collaborative planning. Quarterly data chats will occur to realign groups with current data.

Person responsible for monitoring outcome: Donna Lee (mrslee@dadeschools.net)

Evidence-based Strategy: Within the targeted element of small group instruction, data driven instruction will be the evidence based strategy used as the focus. Data driven instruction will be monitored through the use of skill based data trackers and OPM's.

Rationale for Evidence-based Strategy: Data driven instruction will ensure that teachers are using current data that aligns with plans for small group lessons that are specific to student needs. Teacher will make appropriate adjustments to their small groups as new data is analyzed.

Action Steps to Implement

Collaborative Planning for Small Group Instruction will occur on a weekly basis. Data from small group instruction will be used to monitor proficiency of remediated skills.

Person Responsible Antonia Colon (actoni27@dadeschools.net)

Collaborative Planning for Small Group Instruction for Upper Grades (3-5) will be conducted on a weekly basis. Quaver and district SEL resources will be utilized to promote positive student outcomes.

Person Responsible Marthe Jackson (proverb13@dadeschools.net)

Collaborative Planning for Small Group Instruction focusing on the needs of identified SPED students will occur on a weekly basis. Data from small group instruction will be used to monitor proficiency of remediated skills. Inclusive practices and strategies for positive student outcomes will be monitored.

Person Responsible Angelisha Davis (angelisha@dadeschools.net)

Conduct daily walk throughs to ensure fidelity of small group lessons.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Data chats will be scheduled take place during the week of November 1, 2021 to ensure the success of small group instruction.

Person Responsible Donna Lee (mrslee@dadeschools.net)

Bi-weekly planning for small group instruction will be a main focus for Grades 2-5 as well as creating rotations for primary grades to allow students to understand expectations of each group and will occur November 1, 2021 - December 17, 2021.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Ongoing Progress Monitoring for small group instruction including interventions will be a primary focus for all grade levels to ensure success of weak standards. This will be implemented from January 28, 2022 - May 9, 2022.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

An ELA One-Drive pre-planning folder to ensure collaboration of standards based curriculum and Data Driven DI will be created from January 28, 2022 through the remainder of the school year.

Person Responsible Antonia Colon (actoni27@dadeschools.nets)

#3. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Based on the School Climate survey and review of the Core Leadership Competencies, the Targeted Element of Managing Accountability Systems is of greatest need. The Leadership Team will identify clear goals and objectives and ensure accountability by following up with academic and social emotional procedures that are put in place.

Measurable Outcome: If we successfully implement the Targeted Element of Managing Accountability Systems, our teachers will be provided the necessary support to correctly use instructional materials during the 21-22 schoolyear. This support should increase student achievement by 5%.

Monitoring: The Leadership Team will identify the academic and social emotional resources determined the most effective for classroom instruction, intervention and social emotional growth. Identified district and classroom resources will be optimized to enhance student learning. Resources will be analyzed on a weekly basis to ensure they are beneficial to the students targeted goals.

Person responsible for monitoring outcome: Donna Lee (mrslee@dadeschools.net)

Evidence-based Strategy: Setting High Expectations for Students and Staff will help to build a culture of trust and responsibility as it conveys confidence in their ability. School leaders can provide opportunities for staff and students to contribute and take ownership of identifying and delivery the resources needed to best address each students' academic need.

Rationale for Evidence-based Strategy: Setting expectations and practices based on the consistent examination of appropriate materials and data will increase the effectiveness of instruction and improve student outcomes.

Action Steps to Implement

Ensure all members of the leadership team are monitoring and accessing instructional materials being used for each subject. Monitor data analyses and the adjustment of chosen materials to ensure they align with students instructional needs.

Person Responsible Donna Lee (mrslee@dadeschools.net)

Ensure science materials and resources align with district curriculum and student needs. Monitor and evaluate appropriate use of resources and effectiveness of student achievements based on bi-weekly data. Meet with designate teachers to determine effectiveness and possible adjustments based on usage, instructional delivery and student data.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Ensure reading materials and resources align with district curriculum and student needs. Monitor and evaluate appropriate use of resources and effectiveness of student achievements based on bi-weekly data. Meet with designate teachers to determine effectiveness and possible adjustments based on usage, instructional delivery and student data.

Person Responsible Antonia Colon (actoni27@dadeschools.nets)

Ensure math materials and resources align with district curriculum and student needs. Identify and monitor appropriate and allowable accommodations for students with special needs. Monitor and evaluate

appropriate use of resources and effectiveness of student achievements based on bi-weekly data. Meet with designate teachers to determine effectiveness and possible adjustments based on usage, instructional delivery and student data.

Person Responsible Angelisha Davis (angelisha@dadeschools.net)

Ensure social emotional materials and resources align with district curriculum and student needs. Assess effectiveness of SEL programs with student's behavior changes, goals and outcomes. Meet with designate teachers to determine effectiveness and possible adjustments of SEL resources based on student's emotional health.

Person Responsible Marthe Jackson (proverb13@dadeschools.net)

Monitoring of Common planning from November 1, 2021 - December 17, 2021, will occur to ensure that the specific choices of problems best align to the skills being taught.

Person Responsible Donna Lee (mrslee@dadeschools.net)

Daily walk throughs from November 1, 2021 - December 17, 2021, will occur to ensure that the skills being planned during common planning are being implemented in the classroom.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance**Area of Focus
Description
and
Rationale:**

Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our review, students who struggle with daily attendance are also the students not meeting proficiency. Additionally, most of our L25 students have attendance issues. Carol City Elementary will continue to closely monitor attendance with our iattend interventionist and provide daily and monthly attendance incentives to ensure an increase in daily attendance.

Measurable Outcome:

If we successfully implement the Targeted Element of Student Attendance, our daily attendance will increase which will contribute to improved student outcomes and achievement. With consistent attendance incentives our attendance will increase 5 percentage points by June 2022.

Monitoring:

The Attendance Review Committee and Teachers will work together to follow the attendance action plan. The school counselor and support personnel will work to identify the cause for absences and create a plan of action to ensure students are able to be present every day. The Leadership Team will plan daily attendance incentives to promote consistent attendance. Attendance secretary will keep attendance tracker and report 100% attendance to administrators. Teachers will monitor daily attendance and submit data of increased absences to administration. Parents will be contacted and truancy procedures will be completed if necessary.

Person responsible for monitoring outcome:

Cortnye Arce (carce1@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Student Attendance, CCES will focus on the evidence-based strategy of Attendance Initiatives. Attendance initiatives will assist in decreasing the number of absences among our students. Student absences will be monitored on a daily basis.

Rationale for Evidence-based Strategy:

Attendance initiatives will assist in decreasing the number of student absences school-wide. Additionally, the initiative will provide a systematic approach to identifying attendance issues and incentives.

Action Steps to Implement

Daily attendance will be monitored.

Person Responsible

Cortnye Arce (carce1@dadeschools.net)

Teachers will identify students with 3 or more absences, contact parent and report to the Assistant Principal

Person Responsible

Cortnye Arce (carce1@dadeschools.net)

Counselor will follow up with students with excessive absences by parent contact and counseling.

Person Responsible

Marthe Jackson (proverb13@dadeschools.net)

Daily "Are You Here Today" Incentive will be announced for all students that attended school that day. Student's name that is called on the afternoon announcements will receive a treat.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Beginning the week of November 1st, the iattend interventionist assigned to Carol City Elementary will conduct weekly home visits for students that have more than 8 unexcused absences and will continue through December 17, 2021. After December 17, 2021, the Attendance Review Committee will reassess.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Weekly class incentives have been put in place for homeroom classes that have 100% attendance Monday-Friday from November 1, 2021 - December 17, 2021.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Beginning January 28, 2022 through May 9, 2022 the Carol City Elementary "Are You Here Today" Incentive will include 1 primary student and 1 secondary student to increase the number of daily winners.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

From January 28m 2022 - May 9, 2022 the attendance intervention plan with be followed with fidelity to ensure the attendance percentage increases.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Beginning January 28, 2022 through May 9, 2022 the Carol City Elementary "Are You Here Today" Incentive will include 1 primary student and 1 secondary student to increase the number of daily winners.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

From January 28m 2022 - May 9, 2022 the attendance intervention plan with be followed with fidelity to ensure the attendance percentage increases.

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the SafeSchoolsforAlex.org, Carol City Elementary scored low in concern for discipline with a ranking of 47 out of 121 elementary schools in the county. The school will continue to monitor all areas of discipline including behavior during the upcoming school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our School Culture is a positive climate where individuals are respected and valued. Teachers' opinions are shared and valued. Opportunities to provide feedback and suggestions occur during collaborative planning, faculty meetings, and informal conferences. Our school creates experiences throughout the year to engage with parents, families and stakeholders and ensures they have necessary information to support their children. Parents remain informed through monthly calendars, daily student school messenger messages and emails, school website updates, social media platforms and parent meetings. In addition, informational content is distributed through the school messenger system. Students are supported through various inclusive programs such as The 5000 Role Models, Embrace Foundation for girls, Cover to Cover Book Club, and various programs from Miami Gardens Music Alliance.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Counselors and our Teacher Leaders. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. The instructional coaches and teacher leaders will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00

Total:	\$0.00
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