



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Carol City Elementary School**

4375 NW 173RD DR

Miami Gardens, FL 33055

305-621-0509

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 95%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> F	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> B
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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Carol City Elementary School

##### Principal

Dr. Thayla Watkins

##### School Advisory Council chair

Sandy Severin-Joseph

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

Name	Title
Dr. Thayla Watkins	Principal
Miriam Walker	Assistant Principal
Angela Dixon	Reading Coach
Karen Gant	Math/Science Coach
Florence Fennell	Counselor

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal -1, UTD Steward – 1, Teachers – 5, Parents – 6, Educational Support-1, Student – 1, BCR – 1

#### Involvement of the SAC in the development of the SIP

The 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.

#### Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan. The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic

achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed. The SAC takes into consideration the school's demographics, the school's budget, and the results of the FCAT when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

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

The amount of \$2, 999.00 will be used to increase student achievement through teacher and student incentives.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Dr. Thayla Watkins**

Principal

Years as Administrator: 12

Years at Current School: 1

**Credentials**

Degrees:

Bachelor's in Elementary Education, Master's in Science Education, Ed. Specialist in Educational Leadership, Doctorate in Organizational Leadership

Certification:

Principal K-12, Director's Credential, Educational Leadership, Endorsed in ESOL

**Performance Record**

2013 – School Grade: D

Rdg. Proficiency, 26%

Math Proficiency, 49%

Rdg. Lrg. Gains, 38 points

Math Lrg. Gains, 68 points

Rdg. Imp. of Lowest 25% -32 points

Math Imp. of Lowest 25% - 76 points

Rdg. AMO –44

Math AMO–54

2012 – School Grade: C

Rdg. Proficiency, 34%

Math Proficiency, 46%

Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 74 points

Rdg. Imp. of Lowest 25% - 69 points

Math Imp. of Lowest 25% -88 points

Rdg. AMO –39

Math AMO–50

2011-School Grade D

AYP N

High Standards Rdg. 49

High Standards Math 62

Lrng Gains-Rdg. 48

Lrng Gains-Math 60

Gains-Rdg-25% 50

Gains-Math-25% 60

2010-School Grade A

AYP N

High Standards Rdg. 64

High Standards Math 71

Lrng Gains-Rdg. 81

Lrng Gains-Math 79

Gains-Rdg-25% 88

Gains-Math-25% 67

2009-School Grade D

AYP N

High Standards Rdg. 53

High Standards Math 46

Lrng Gains-Rdg. 61

Lrng Gains-Math 52



Gains-Rdg-25% 48  
Gains-Math-25% 55

**Miriam Walker**

Asst Principal

Years as Administrator: 2

Years at Current School: 1

**Credentials**

Degrees:

Bachelor's in Social Work, Master's in Special Education, Ed. Specialist in Educational Leadership

Certification:

Educational Leadership, School Social Worker, Exceptional Student Education

**Performance Record**

2013 – School Grade: F

Rdg. Proficiency, 27%

Math Proficiency, 30%

Rdg. Lrg. Gains, 67 points

Math Lrg. Gains, 45 points

Rdg. Imp. of Lowest 25% -72 points

Math Imp. of Lowest 25% - 45 points

Rdg. AMO –57

Math AMO–52

2012 – School Grade: A

Rdg. Proficiency, 63%

Math Proficiency, 74%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% -86 points

Math Imp. of Lowest 25% -84 points

Rdg. AMO –57

Math AMO–52

2011-School Grade A

AYP N

High Standards Rdg. 78

High Standards Math 91

Lrng Gains-Rdg. 73

Lrng Gains-Math 78

Gains-Rdg-25% 73

Gains-Math-25% 82

2010-School Grade A

AYP Y

High Standards Rdg. 74

High Standards Math 83

Lrng Gains-Rdg. 74

Lrng Gains-Math 70

Gains-Rdg-25% 61

Gains-Math-25% 65

2009-School Grade A

AYP N

High Standards Rdg. 74

High Standards Math 86

Lrng Gains-Rdg. 81

Lrng Gains-Math 79

Gains-Rdg-25% 59  
 Gains-Math-25% 82

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Angela Dixon**

Full-time / School-based

Years as Coach: 3

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**

Degrees: Bachelor of Arts in Elementary Education, Master of Arts in ESOL, Ed. Specialist, Educational Leadership  
 Certification: Elementary Education (K-6), Ed. Leadership, ESOL & Reading Endorsement

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 26%  
 2012 – School Grade C  
 Rdg. Proficiency, 34%  
 2011 – School Grade D  
 Rdg. Proficiency, 49%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 48 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25% -50 points  
 Math Imp. of Lowest 25% -60 points  
 2010 – School Grade A  
 Rdg. Proficiency, 64%  
 Math Proficiency, 71%  
 Rdg. Lrg. Gains, 81 points  
 Math Lrg. Gains, 79 points  
 Rdg. Imp. of Lowest 25% -88 points  
 Math Imp. of Lowest 25% -67 points  
 2009 – School Grade D  
 Rdg. Proficiency, 53%  
 Math Proficiency, 52%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 52 points  
 Rdg. Imp. of Lowest 25% -48 points  
 Math Imp. of Lowest 25% -55 points

<b>Karen Gant</b>		
Full-time / School-based	Years as Coach: 5	Years at Current School: 18
<b>Areas</b>	Mathematics, Science	
<b>Credentials</b>	Degrees: Bachelor of Arts in Psychology, Master of Arts in Leadership, National Board Certification Certification: General Science (5-9), Biology (6-12), Elementary Ed. (1-6), Endorsement in Middle Grades	
<b>Performance Record</b>	2013 – School Grade: D Science Proficiency, 35% 2012 – School Grade: C Science Proficiency, 23% 2011 – School Grade: B Science Proficiency, 36% 2010 – School Grade: B Science Proficiency, 24% 2009 – School Grade: A Science Proficiency, 32%	

**Classroom Teachers**

<b># of classroom teachers</b>	47
<b># receiving effective rating or higher</b>	47, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	47, 100%
<b># ESOL endorsed</b>	31, 66%
<b># reading endorsed</b>	6, 13%
<b># with advanced degrees</b>	18, 38%
<b># National Board Certified</b>	2, 4%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	12, 26%

**# with 6-14 years of experience**

19, 40%

**# with 15 or more years of experience**

15, 32%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

**# receiving effective rating or higher**

**Teacher Recruitment and Retention Strategies**

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

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

- 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

**Teacher Mentoring Program/Plan**

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

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

- Provide support to the mentee by an experienced teacher with outstanding knowledge of the grade level content, materials and methods that support high standards

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

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

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

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.

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

Dr. T. Watkins, Principal:

-Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Angela Dixon & Karent Gant, 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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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.

Florence Fennell, School Counselor:

Providing academic interventions, the school counselor and social worker continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

David Luchetti, 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.

Miyoung Chung, 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.

Ms. Murphy, SLP: 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.

Elore Bonner-Lewis, 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.

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

Specific team members, including the Principal, the Assistant Principal, the Reading Coach, the Math and Science Facilitator, the ESE Chairperson and the guidance counselor and the Media Specialist provide data on: Tier 1, 2, and 3, target academic and social/emotional areas that needed to be addressed. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The team will also review current practices and strategies to determine any changes that needed to be made in instruction and various approaches, as well as provide levels of support and interventions to students based upon data. At the end of the year, the team will conduct an analysis of the Tier 1 problem solving process and data.

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

June-July, 2013

Analyze data from various sources including current FCAT and SAT-10 data, and F.A.I.R. scores. The strengths and weaknesses of the data will be used to plan for the upcoming, 2013-2014 school year.

August, 2013

Develop, administer, and analyze data from comprehensive baseline assessments. Assessments will consist

of at least five questions per benchmark, to be administered during the first week of school. Develop benchmark calendars to correlate with district's pacing guides, on results of baseline data.

August- December, 2013

- Baseline data: Progress Monitoring and Reporting Network (PMRN) for Reading
- Interim Assessment data through Edusoft for Reading, Math, Science and Writing
- Florida Comprehensive Assessment Test (FCAT)
- Progress Monitoring: PMRN
- Bi-weekly Assessments
- FAIR Assessments

January-June, 2014

- Florida Assessments for Instruction in Reading (FAIR)
- Bi-weekly Assessments

Behavior :August 2013- June 2014

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance

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

The administration will ensure alignment of policies and procedures across classroom, grade, building, district, and state levels. Ongoing and accurate usage of a problem-solving process to support planning, implementing, and evaluating effectiveness of services. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts. Ongoing data-driven professional development activities that align to core student goals, staff needs and parental involvement.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:**

Provide after school tutoring, within small groups, to provide additional intervention for targeted students in the Core Academic subjects of Reading, Math, Science and Writing

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Results from District Interim Assessments, on-going biweekly benchmark assessments, FAIR assessments, on-going progress monitoring data, student work, and quizzes will be used to determine effectiveness.

**Who is responsible for monitoring implementation of this strategy?**

LLT

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Dr. Thayla Watkins	Principal
Miriam Walker	Assistant Principal
Angela Dixon	Reading Coach
Karen Gant	Math Coach
Miyoung Chung	School Psychologist
Florence Fennell	School Counselor
Rosa Zapata	SPED Teacher
Linda Carlin	ESOL Chair



## How the school-based LLT functions

The Literacy Leadership Team will focus its meetings on student achievement by highlighting literacy within the school and the community. Members of the team will meet bi-weekly to engage in the following activities: Based on the on-going biweekly benchmark assessments, FAIR assessments and on-going progress monitoring data will be reviewed and monitored to identify students who are meeting/exceeding benchmarks. Based on the information, the team will identify professional development and resources. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

## Major initiatives of the LLT

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 school's 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.

## Preschool Transition

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

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Carol City Elementary School, all Kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual 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 2013, January 2014, and May 2014 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 2014, 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.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	33%	No	56%
American Indian				
Asian				
Black/African American	49%	31%	No	54%
Hispanic	57%	39%	No	61%
White				
English language learners	43%	30%	No	49%
Students with disabilities	44%	31%	No	50%
Economically disadvantaged	50%	32%	No	55%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	20%	38%
Students scoring at or above Achievement Level 4	30	11%	19%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	28	62%	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	24%	32%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	39%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	59%	No	71%
American Indian				
Asian				
Black/African American	65%	57%	No	69%
Hispanic	79%	65%	No	81%
White				
English language learners	81%	57%	No	83%
Students with disabilities	48%	33%	No	53%
Economically disadvantaged	67%	60%	No	70%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	36%	45%
Students scoring at or above Achievement Level 4	59	22%	26%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	18%	23%
Students scoring at or above Achievement Level 4	10	11%	13%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	92	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	36	6%	5%
Students who are not proficient in reading by third grade	67	73%	66%
Students who receive two or more behavior referrals	79	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

## Goals Summary

- G1.** Increase writing opportunities for students utilizing the writing process, including strategies and accommodations for ELL and SPED students.
- G2.** Improve students' comprehension and conceptual understanding, by engaging students during instructional delivery using the Gradual Release of Responsibility Model, including strategies and accommodations for ELL and SPED students.
- G3.** Reduce the number of students who accrue excessive, unexcused absences and tardies throughout the school year, missing 10 percent or more of available instructional time.

## Goals Detail

**G1.** Increase writing opportunities for students utilizing the writing process, including strategies and accommodations for ELL and SPED students.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Professional development activities for teachers to focus on instruction in writing across the curriculum, School Curriculum Support --Reading and Math/Science Coach, Region Curriculum Support, Common Planning time in grade level/subject area

### Targeted Barriers to Achieving the Goal

- Need for effective instruction and additional support with incorporating specific writing skills, including writing with an engaging plot, sentence variety, vivid verbs, magnified moments and a range of detailed actions.

### Plan to Monitor Progress Toward the Goal

District Interims and FCAT 2.0

#### Person or Persons Responsible

MTSS/RTI Team

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessments -District Interim Assessments Summative Assessments- Results from 2014 FCAT Writing

**G2.** Improve students' comprehension and conceptual understanding, by engaging students during instructional delivery using the Gradual Release of Responsibility Model, including strategies and accommodations for ELL and SPED students.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Professional development activities for lesson planning and delivery of explicit instruction using the Gradual Release of Responsibility Model, School Curriculum Support --Reading and Math/ Science Coach, Region Curriculum Support, Common Planning time in grade level/subject area

**Targeted Barriers to Achieving the Goal**

- Lack of effective implementation of all components of the Gradual Release model of instruction, with fidelity.

**Plan to Monitor Progress Toward the Goal**

District Interims, 2014 FCAT 2.0

**Person or Persons Responsible**

MTSS/RTI Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Data results of District Interims and 2014 FCAT 2.0

**G3.** Reduce the number of students who accrue excessive, unexcused absences and tardies throughout the school year, missing 10 percent or more of available instructional time.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

- Lack of effective implementation of an attendance intervention/monitoring plan.

## Plan to Monitor Progress Toward the Goal

Data reports

**Person or Persons Responsible**

MTSS/RTI Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

2014 Early Warning Signs Report

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase writing opportunities for students utilizing the writing process, including strategies and accommodations for ELL and SPED students.

**G1.B1** Need for effective instruction and additional support with incorporating specific writing skills, including writing with an engaging plot, sentence variety, vivid verbs, magnified moments and a range of detailed actions.

**G1.B1.S1** Plan for and deliver writing lessons that follow an instructional routine.

#### **Action Step 1**

-Students will utilize graphic organizers for planning during the writing process -Students will be provided opportunities to respond to literature, and engage in exploration and the development of student understanding, using their interactive journals -Provide students with opportunities to engage in accountable talk prior to beginning their independent written responses -Provide explicit instruction during DI through the use of corrective and descriptive feedback -Use real world documents such as how-to articles, brochures, fliers, graphic organizers and websites to locate, interpret and organize information -Teachers will conference with students, and provide feedback, while utilizing the state's writing rubric for editing; revising will take place to monitor student progress

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Informal teacher observations, Student work samples, Journals, school-wide Assessments



### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Journal entries and writing pieces will be scored and corrective feedback will be provided by teachers. Monthly writing prompts will be scored by teachers and reviewed by School Based Leadership Team to monitor progress, identify deficient areas and regroup for small group instruction.

#### **Person or Persons Responsible**

Teachers, School Based Leadership Team

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative Assessment: Scored Student Samples, Monthly Writing Prompts, District Assessments

### **Plan to Monitor Effectiveness of G1.B1.S1**

Writing 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 or Persons Responsible**

School Based Leadership Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Formative Assessment: Monthly Writing Prompts, District Assessments, Data Discussion meeting agendas, sign in sheets

**G2.** Improve students' comprehension and conceptual understanding, by engaging students during instructional delivery using the Gradual Release of Responsibility Model, including strategies and accommodations for ELL and SPED students.

**G2.B1** Lack of effective implementation of all components of the Gradual Release model of instruction, with fidelity.

**G2.B1.S1** Utilizing the NGSSS/Common Core Standards, plan and deliver lessons utilizing the Gradual Release of Responsibility Model.

### **Action Step 1**

-During Common Planning, teachers will plan for and create lessons that incorporate higher order/ critical thinking strategies during instruction and lesson delivery, such as collaborative strategies, questioning strategies and accountable talk -Include Essential and Higher Order Thinking questioning strategies to build conceptual understanding, in the delivery of instruction, with varying complexity - Implement close reading of text with text dependent questions to increase understanding through an in depth analysis of complex text -Utilize small group instruction during differentiated instruction to meet the targeted needs of students -Scaffold instruction to meet the needs of the learner based on their level of proficiency -Utilize visuals and graphic organizers to determine meaning of unfamiliar words in text and provide more instruction on meaning of words to build vocabulary -Create heterogeneous grouping when employing collaborative strategies -Teachers will provide conceptual understanding of topics through hands-on learning experiences.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Common Planning Agenda/Sign-In Sheets, Lesson Plans, Instructional Delivery, Student work samples

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

Conduct classroom walkthroughs to monitor instructional routines that include setting the purpose for instruction, follows the model of explicit instruction and demonstrates gradual release, and incorporates small group instruction; Provide necessary support to teachers using the coaching cycle.

#### **Person or Persons Responsible**

Curriculum Coaches and Administration

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Lesson Plans, Administrative observations, DI Centers/Rotations, Coaching Logs

### Plan to Monitor Effectiveness of G2.B1.S1

Review data reports after each assessment to monitor progress and ensure teachers are implementing strategies effectively. According to data, the team will identify deficiencies and determine targets for whole group and small group instruction, prescribe intervention, and revise coaching cycles in order to model different components of the instructional routine based on teacher needs.

#### Person or Persons Responsible

Curriculum Coaches and Administration

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

School-wide assessments, District Interims, Data Reports, Coaching Logs, Informal Classroom Observations

**G3.** Reduce the number of students who accrue excessive, unexcused absences and tardies throughout the school year, missing 10 percent or more of available instructional time.

**G3.B1** Lack of effective implementation of an attendance intervention/monitoring plan.

**G3.B1.S1** Identify, target and intervene with students who accrue excessive, unexcused absences and tardies, and refer those students who may be developing a pattern of nonattendance to MTSS/ RTI team for intervention services. ?

#### Action Step 1

-Share current student tardiness and absences with parents, presenting data which shows improved student achievement and school attendance. -Monitor attendance reports -Refer students who may be developing a pattern of nonattendance to MTSS/ RTI team for intervention services.

#### Person or Persons Responsible

Teachers, Staff, Administration

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Gradebook attendance, Daily Attendance reports, Documented student services notes

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

Identify and monitor reports of students with pattern of excessive unexcused absences and/or tardies

**Person or Persons Responsible**

Counselor, Administrator

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Attendance Reports

### **Plan to Monitor Effectiveness of G3.B1.S1**

Identify and monitor reports of students with pattern of excessive unexcused absences and/or tardies

**Person or Persons Responsible**

SBLT, Counselor

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Attendance Reports

## Coordination and Integration

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

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

#### 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; Title CHES (as appropriate); 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, 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 2010-2011 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 in 2013-2014. 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 2013-2014 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.

- HClOS 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.
- HClOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HClOS will enhance the health education activities provided by the schools and by the health department. HClOS will assure all students receive health education.
- HClOS 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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



## Appendix 2: Budget to Support School Improvement Goals